



**UNIVERSITI PUTRA MALAYSIA**

***ROLE OF SOCIAL LEARNING IN LABOUR PRODUCTIVITY IN  
PAKISTAN'S MANUFACTURING SECTOR***

**WASIM ASLAM**

**FEM 2016 50**



**ROLE OF SOCIAL LEARNING IN LABOUR PRODUCTIVITY  
IN PAKISTAN'S MANUFACTURING SECTOR**

By

**WASIM ASLAM**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

**November 2016**

## **COPYRIGHT**

All material contained within the thesis, including without limitation text, logos, icons, photographs, and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright© Universiti Putra Malaysia



## **DEDICATION**

Dedicated to my Father Muhammad Aslam khan and Mother Mrs. Muhammad Aslam khan. Dedicated to my lovely and Sweet Sister Mrs. Saeed Ahmad khan for their Continues support, love and encouragement throughout my PhD study. Dedicated to all lovely sisters for their support, prayers during my research period.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Doctor of Philosophy

## **ROLE OF SOCIAL LEARNING IN LABOUR PRODUCTIVITY IN PAKISTAN'S MANUFACTURING SECTOR**

By

**WASIM ASLAM**

**November 2016**

**Chairman : Aris Arif Mundayat, PhD**  
**Faculty : Human Ecology**

This study is about the role and the process of social learning among the illiterate labour in gaining soft skill from their social environment, and how its influence their productivity. This research is conducted in Pakistan as this country experiences low productivity for decades and having more than 50% of illiterate labor. Labour's education in Pakistan has been very low and this has influenced their productivity and vulnerability in industrial relation. The social learning process involving illiterate labour enable them to gain soft skills such as motivation, leadership, self-efficacy, and self-determination is very important to research, especially to measure their capacity and capability. This research is conducted in Nishat Textile Company as one of the manufacturing sectors which has high percentage of illiterate labour. Mix method is used to answer four research questions. To answer the first two research questions needs qualitative research. Then, to answer the second two research questions needs quantitative research method. The objective of using qualitative method is to understand the social learning process of how labour gaining soft skill from their manager, supervisor, and labour union leader. This method includes observation of the social learning process within the context of social relation of production in the company, interviewing all agencies involved in the social learning process in the company. The objective using quantitative research method is to examine the correlation of social learning and labour productivity. The quantitative research involved 300 respondents who are working in Nishat Textiles Company. This qualitative study found that the social relation of production in manufacturing sector not only construct the social structure of production but also has become the social environment where the process of social learning occurs. Labour's are gaining soft skill from the agencies in the company social structure. This quantitative study found that social learning is positively influencing labor productivity. By controlling social learning effects in the model, Human capital was founded to be positively influencing labor productivity. By controlling human capital effects in the model, social learning was founded to be not significantly influencing labor productivity. Since the social learning is not significant in the second model, so human capital is found to be the mediator for the influencing of social learning on labor productivity. The implication

of this study is offering a strategy to understand the potential of social learning within the social relation of production which function to improve the capacity and capability of the illiterate labours. Increasing their capacity and capability through social learning will increase labour productivity as well as to benefit them financially and reduce the employees' vulnerability.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

## **PERANAN PEMBELAJARAN SOSIAL DALAM BURUH PRODUKTIVITI DI PAKISTAN SEKTOR PERKILANGAN**

Oleh

**WASIM ASLAM**

**November 2016**

**Pengerusi : Aris Arif Mundayat, PhD**

**Fakulti : Ekologi Manusia**

Kajian ini adalah mengenai peranan dan proses pembelajaran sosial dalam kalangan buruh buta huruf dalam mendapatkan kemahiran daripada persekitaran sosial mereka, dan bagaimana pengaruhnya terhadap produktiviti mereka. Kajian ini dijalankan di Pakistan kerana negara ini mengalami produktiviti yang rendah selama beberapa dekad dan mempunyai lebih daripada 50% tenaga kerja yang buta huruf. Pendidikan buruh di Pakistan sangat rendah dan ini telah mempengaruhi produktiviti dan kelemahan mereka dalam hubungan industrial. Proses pembelajaran sosial yang melibatkan buruh buta huruf memungkinkan mereka untuk memperoleh kemahiran seperti motivasi, kepimpinan, keberkesanan diri, dan penentuan nasib sendiri sangat penting untuk dikaji, terutamanya untuk mengukur keupayaan dan kemampuan mereka. Kajian ini dijalankan di Nishat Textile Syarikat sebagai salah satu sektor perkilangan yang mempunyai peratusan buruh buta huruf yang tinggi. Kaedah campuran digunakan untuk menjawab empat soalan penyelidikan. Untuk menjawab dua persoalan kajian pertama memerlukan penyelidikan kualitatif. Kemudian, untuk menjawab dua soalan penyelidikan kedua perlu kaedah penyelidikan kuantitatif. Objektif menggunakan kaedah kualitatif ialah untuk memahami proses pembelajaran sosial tentang bagaimana buruh mendapat kemahiran daripada pengurus, penyelia dan pemimpin kesatuan buruh mereka. Kaedah ini merangkumi pemerhatian proses pembelajaran sosial dalam konteks hubungan sosial produksi dalam syarikat, menemuramah semua agensi yang terlibat dalam proses pembelajaran sosial dalam syarikat itu. Objektif menggunakan kaedah penyelidikan kuantitatif adalah untuk mengkaji korelasi antara pembelajaran sosial dan produktiviti pekerja. Penyelidikan kuantitatif melibatkan 300 responden yang bekerja di Nishat Textiles Syarikat. Kajian kualitatif mendapati bahawa hubungan sosial produksi dalam sektor perindustrian bukan sahaja membina struktur sosial produksi tetapi juga telah menjadi persekitaran sosial di mana proses pembelajaran sosial berlaku. Buruh memperoleh kemahiran daripada agensi dalam struktur syarikat sosial melalui proses pembelajaran sosial. Kajian kuantitatif mendapati bahawa pembelajaran sosial secara positif mempengaruhi produktiviti pekerja. Dengan mengawal kesan pembelajaran sosial dalam model, modal insan ditemukan bahawa secara positif mempengaruhi

produktiviti pekerja. Dengan mengawal kesan modal insan dalam model, pembelajaran sosial ditemukan bahawa secara tidak ketara mempengaruhi produktiviti pekerja. Sejak pembelajaran sosial tidak ketara di dalam model kedua, maka modal insan didapati sebagai moderator untuk mempengaruhi pembelajaran sosial kepada produktiviti buruh. Implikasi kajian ini menawarkan strategi untuk memahami potensi pembelajaran sosial dalam hubungan sosial produksi yang berfungsi untuk meningkatkan kapasiti dan keupayaan tenaga kerja yang buta huruf. Meningkatkan kapasiti dan keupayaan mereka melalui pembelajaran sosial akan meningkatkan produktiviti pekerja dan juga memberi manfaat kepada mereka dari segi kewangan dan mengurangkan kelemahan pekerja dalam hubungan industri.





## ACKNOWLEDGEMENTS

This thesis would not have been possible without the assistance and support of kind people around me. Above all, I would like to thank my supervisor, Dr. Aris Arif Mundayat for his kind advice, continued encouragement and inspiration which have been invaluable on both an academic and personal level, for which I am extremely grateful. I am also very much honored to be supervised by my co-supervisors, Associate Professor Dr. Sarjit Singh Darshan Singh and Professor Dr. Laily Paim for their invaluable advice, guidance, and encouragement throughout the research process.

My special thanks to Nishat Textiles Company in Lahore Pakistan for their cooperation to collect the research data. I would also like to express my sincere gratitude to my friends and especially for my family especially my father and my mother also other family members for their continues support.

Last but not the least; I would like to thank Dr. Sarfraz Ahamd Khan as well as my sisters especially Mrs. Saeed Ahmad khan for their personal support and great patience. Their unequivocal support and understanding have been the biggest motivation to complete this doctoral thesis. Special thanks to my dear Mr. Javid Iqbal, Dr. Yuhastina, Kevin Ong and Muhammad Irfan Khan assisted me directly in the compilation of my research work. However, there is also a long list of family and friends name those helped me indirectly in order to complete my work in time, I thank you all.

Wasim Aslam  
November 2016

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Aris Arif Mundayat, PhD**

Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Laily Paim, PhD**

Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

**Sarjit Singh A/L Darshan Singh, PhD**

Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

---

**ROBIAH BINTI YUNUS, PhD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

## TABLE OF CONTENTS

	<b>Page</b>
<b>ABSTRACT</b>	i
<b>ABSTRAK</b>	iii
<b>ACKNOWLEDGEMENTS</b>	v
<b>APPROVAL</b>	vi
<b>DECLARATION</b>	viii
<b>LIST OF TABLES</b>	xiii
<b>LIST OF FIGURES</b>	xv

### **CHAPTER**

<b>1</b>	<b>INTRODUCTION</b>	1
	1.1 Background of the study	1
	1.2 Statement of the Problem	4
	1.3 Research Question	6
	1.3.1 Research Objective	7
	1.3.2 General Objective	7
	1.3.3 Specific Objective	7
	1.4 Research Hypothesis	8
	1.5 Scope and Limitations of the Study	8
	1.6 Contribution of New Knowledge	8
	1.7 Conceptual and Operational Definition	9
	1.7.1 Social Learning	9
	1.7.2 Human capital	11
	1.7.3 Labour productivity	11
<b>2</b>	<b>LITERATURE REVIEW</b>	13
	2.1 Introduction	13
	2.2 Social Learning	13
	2.2.1 Leadership	18
	2.2.2 Self-efficacy	18
	2.2.3 Motivation	20
	2.2.4 Self-determination	21
	2.2.5 The Importance of Social Learning for Labour Productivity	21
	2.2.6 Social learning process for illiterate labour	22
	2.3 Labour Productivity	23
	2.3.1 Vulnerable Employment	26
	2.3.2 Economic Growth	27
	2.4 Human Capital	29
	2.4.1 Education	33
	2.5 Relevant theories	33
	2.5.1 Social relation of production	34
	2.6 Reflecting the Research Gap	35
	2.7 Conceptual framework of the study	37
	2.8 Chapter summary	38

<b>3</b>	<b>RESEARCH METHODOLOGY</b>	<b>39</b>
3.1	Introduction	39
3.2	Research Design	39
3.3	Research Methods and techniques	40
3.3.1	Questionnaire Survey	40
3.3.2	Research instruments	41
3.3.3	Qualitative interview	41
3.3.4	Observation	42
3.4	Sample Size and sampling techniques	43
3.5	Method of Data Analysis	44
3.5.1	Factor Analysis for Social learning	45
3.5.2	Factor analysis for Human Capital	45
3.5.3	Factor analysis for Labour Productivity	45
3.6	Reliability test	45
3.7	Exploratory Data Analysis	46
3.7.1	Testing the Assumptions of Multivariate Analysis	46
3.7.2	Normality	46
3.8	Pearson's Correlations and Linear Regressions Analysis	47
3.8.1	Multiple Linear Regressions Analysis	48
3.9	Testing Human Capital as a Mediator	48
3.10	Chapter Summary	49
<b>4</b>	<b>QUALITATIVE FINDINGS AND DISCUSSION</b>	<b>50</b>
4.1	Introduction	50
4.2	Nishat Textiles Company Profile	50
4.3	Social Relation of Production in Nishat Textiles Company	52
4.3.1	The Roles of Managers, Supervisors, Labour Union Leader, and Labours	52
4.4	Labor Social learning process in Nishat Textiles Company	60
4.5	Chapter Summary	69
<b>5</b>	<b>QUANTITATIVE FINDINGS AND DISCUSSION</b>	<b>71</b>
5.1	Introduction	71
5.2	Descriptive statistics	71
5.2.1	Respondent Profile in Nishat Textile Company	71
5.2.2	Descriptive statistic for social learning	74
5.2.3	Descriptive statistics for Human Capital	77
5.2.4	Descriptive Statistics for Labour Productivity	81
5.3	Level of Social Learning, Human Capital and Labour Productivity	85
5.4	Cross tabulation between Social learning and Human Capital	85
5.5	Cross Tabulation between Social learning and Labour Productivity	86
5.6	Cross Tabulation between Human Capital and Labour Productivity	86
5.7	The correlation of Social learning, Human capital and Labour Productivity	87
5.8	Linear regressions for Social learning and Human capital	88

5.9	Linear Regressions for Human Capital and Labour Productivity	90
5.10	Linear regressions for social learning, Human capital and Labour Productivity	91
5.11	Hypothesis 4 Mediation test	93
5.12	Hypothesis Testing	94
5.13	Chapter summary	94
<b>6</b>	<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH</b>	<b>95</b>
6.1	Introduction	95
6.2	Summary of Research Study	95
6.3	Summary of the Findings	95
6.4	Conclusion	96
6.5	Implications and Contributions of the Study	98
6.6	Recommendations for future Research	99
	<b>REFERENCES</b>	<b>101</b>
	<b>APPENDICES</b>	<b>108</b>
	<b>BIODATA OF STUDENT</b>	<b>162</b>
	<b>LIST OF PUBLICATIONS</b>	<b>163</b>

## LIST OF TABLES

Table	Page
3.1 Cronbach's Alpha Reliability Test Results	45
3.2 Descriptive Analysis of Variables	47
3.3 Strength of the r-value	48
3.4 Computation of Score (low, high) for Social learning, Human Capital and Labour Productivity	49
5.1 Personal background of Labour	72
5.2 Personal background of Labour	72
5.3 Personal background of Labour	73
5.4 Personal Background of Labour	74
5.5 Descriptive statistic for Social Learning	77
5.6 Descriptive statistic for Human capital	80
5.7 Descriptive statistic for Labor productivity	84
5.8 Level of Social Learning, Human Capital and Labour Productivity	85
5.9 Cross tabulation between Social learning and Human Capital	86
5.10 Cross tabulation between Social learning and Labour productivity	86
5.11 Cross tabulation between Human capital and labour productivity	87
5.12 Pearson Correlation between social learning, Human capital and labour productivity	87
5.13 ANOVA: Social learning and Human capital	88
5.14 Standard Regression Model Summary	89
5.15 Estimates of the coefficients for the model	89
5.16 ANOVA: Human capital and Labour Productivity	90
5.17 Standard Regression Model Summary	90
5.18 Estimates of the coefficients for the model	91

5.19	ANOVA: Social learning, Human capital and Labour Productivity	91
5.20	Standard Regression Model Summary	92
5.21	ANOVA: Regression Significance	93



## LIST OF FIGURES

Figure	Page
2.1 The Illiterate labour in Pakistan Manufacturing Sector	22
2.2 Social learning Process for illiterate labour	23
2.3 Conceptual framework of the Study	37





## CHAPTER 1

### INTRODUCTION

This study seeks to assess the role of social learning among the illiterate labour in the textile manufacturing industry in Pakistan. The social learning process occurs in relation to the production process that involves manager, supervisor, labour union leader, and labour. This study focuses on how labour acquires some soft skills of leadership, motivation, social efficacy, and self-determination from their union leader as the agency closest to them. Then, labour also indirectly or directly learn from the supervisor. The social learning process of the illiterate labour from their manager is gained indirectly, especially through the labour union leader, and from the supervisor. This social learning is important as they gain soft skills and knowledge that may influence their work productivity and improve their vulnerable situation as illiterate labour. This study examines the role of social learning which is not included in the human development measurement because social learning is a latent variable so there is no quantitative data that can be included in the calculation of the Human Development Index (HDI).

#### 1.1 Background of the Study

The education level of labour in Pakistan has been very low since the 1980s, and this situation has affected productivity in general. In 2006 the World Bank studied the labour market in Pakistan, and it was shown that the labour force in Pakistan was mostly dominated by illiterate labour (53%). However, the World Bank noted that this was better than in 1987/88 when it was 65%. In the 2006 World Bank survey, the percentage of labour with primary education was 15%, middle school was 10%, while 12% had achieved matriculation level and only 4% attained intermediate level. The number of labour with a degree certificate and above was only 6%. (World Bank, 2006). This study also revealed that there is no substitute for a basic school education. To a great extent technical and vocational training can help them to acquire skills, but does not replace the cognitive skills acquired from quality education (World Bank, 2006).

Base on this, the competitiveness of labour skills in Pakistan may have few opportunities in the global knowledge economy unless their skills improve. Until that happens, Pakistani labour will continue to be vulnerable and be inhibited in their ability to benefit from economic growth through participation in the labor market. Within the period of 1998 to 2007 Pakistan's labour productivity in general was very low; however the overall Total Factor Productivity (TFP) showed that the productivity increased by a marginal 0.9% in the manufacturing sector. Nevertheless it is still an indication that the manufacturing sector had been the main driver of overall economic growth during that period. As the manufacturing sector is an important backbone of Pakistan's economy, but the growth is relatively low compared to that of neighboring countries. This situation needs to be studied to determine how the quality of the labour

force can be improved through the implementation of a human resource development strategy.

Labour productivity which represents the amount of output per unit of input is a pivotal factor in the understanding of the competitiveness of individuals and the national economy. Low productivity implies that individual and national enterprises are not competitive enough in the market. Productivity growth is very crucial for creating job quality and availability because labour productivity can lead to better wages, better working facilities, and the capability of employers to invest in human resource development, particularly in education. Moreover, it is also very essential to in the effort to reduce employment vulnerability and to eradicate poverty.

The APO Productivity Data Book (2013) presents a comparison of Pakistan with neighboring countries like China, India, Bangladesh and Vietnam. Pakistan experienced the worst situation of labour productivity in the period of 1981-2007 during which it has the lowest labour productivity growth in Asia, with only 0.78%, compared to China (4.07%), India (1.34%), Thailand (1.50%), and Vietnam (1.52%). Meanwhile, the GDP of Pakistan for the same period was only 1.84%, while in China it was 7.73%, India (3.35%), Thailand (3.59%), and in Vietnam it was 4.08%. This shows that Pakistan's enterprises competitiveness in the region was also very low (APO Productivity Data Book, 2013).

In 2010, labour productivity in the agricultural sector in Pakistan showed only 0.2%, whereas in the neighboring countries like India it reached 2.2%, China 6.8%, and Bangladesh 1.4%. In the mining sector, Pakistan's labour productivity reached 6.6%, which was higher compared to India with only 2.3%. Bangladesh experienced labour productivity up to 20.1%, which was higher than Pakistan and India. Then in the manufacturing sector, labour productivity in Pakistan reached 2.8%, which was higher than India with only 0.5% and 1.9% in Bangladesh (APO Productivity Data Book, 2013).

Moreover, in 2010, in the energy sector (electricity, gas, and water supply) Pakistan's labour productivity experienced negative growth of -7.8%, while India achieved 2.3% and 16.6% in Bangladesh. In the construction sector labour productivity growth in Pakistan was lowest (1.7%) compared to India (8%) and Bangladesh (3.8%). Pakistan experienced the same trend of low labour productivity growth in the service sector (wholesale, retail trade, hotels, and restaurants) attaining only 1.4%, while India experienced 6.4%, China 6.2%, and Bangladesh 2.5%. Meanwhile In the communication sector, transport, and storage, Pakistan experienced labour productivity growth of only 0.7%, whereas India reported 7% and China was 7.4%. Bangladesh in this sector, however reported negative growth rate of -8.4%. In the finance, real estate, and business activities, the labour productivity in Pakistan reached to 2.3%, rather significantly better than Bangladesh with -8.4%, but lower than India (7%) and China (7.4%) (APO Productivity Data Book, 2013).

Social learning focuses on four critical aspects such as, motivation, leadership, and self-determination, and self-efficacy. Social learning as a vehicle and a latent variable shows that it's not measureable for the purpose of social learning. This study measures social learning through the four above-mentioned aspects of social learning. These aspects of social learning play an important role in society when these aspects exist social learning can be measured. This study introduces for the first time the index of social learning. Social learning can be considered an important part of society which influences how people live.

However, social learning is an important part of society, formal education as well as of labour productivity. This study tries to identify the main causes of labour productivity, which is very low in Pakistan. This study will show the process of social learning through the social environment. This can be instrumental in increasing labour productivity in Pakistan's manufacturing sector. The process of has not been introduced as a measurement of labour productivity in Bandura's studies. This study is an attempt to formulate the process for social learning.

It is important because in measuring human capital UNDP used education as one of the important elements. The data regarding education are based on the formal statistical data provided by the state. In fact, social learning is not considered as formal education which means this element cannot be found in official statistical data. Therefore, social learning needs to be studied. The aspects of social learning comprise leadership, motivation, self-efficacy, and self-determination.

For the purpose of trying to understand how learning is achieved, there have been many theoretical frameworks proposed. However, none of these proposals have addressed social learning specifically although it is possible to get a good understanding of the social learning process. The organization benefits from the intellectual resources of its members and advisors who are professionally qualified with expertise in various fields including rural development, agriculture, sociology, spiritualism, journalism, children's rights, the economy, medicine and criminology.

This study also established the assessment of social learning through self-efficacy, motivation, leadership and self-determination. This study made the assumption that social learning has an indirect impact on labour productivity, by controlling variables like human capital, which the influences labour productivity. The importance of studying social learning is based on the belief that it facilitates the appreciation of people's intellectual quality that is derived from their self-efficacy, motivation, leadership, and self-determination. Such appreciation will lead to the ability to theoretically correlate social learning and human capital and understand how this influences labour productivity. As such, it is important that the role and interdependency of social learning, human capital and labour productivity should be theorised. .

## 1.2 Statement of the Problem

The World Bank report in 2015 placed Pakistan at the bottom of the eight economies in South Asia, and projected a moderate growth rate of 4.4%, the second-lowest after Afghanistan (World Bank, 2015). The report emphasized the importance of education in conditioning the cognitive and motoric skills of labour especially to boost labour's low education quality and prevalent illiteracy. The illiterate labour in Pakistan began as child labour in the manufacturing sector, a situation brought about by poverty. In 2008 it was reported that 21.04% of the population were living below the poverty line and this was a major reason for the increased incidence of child labour, especially among boys, resulting in high dropout rates from school. Meanwhile, the girls dropped out of school in large numbers because families needed them to help in domestic work (World Bank, 2014).

Without reducing the number of illiterate labour through good quality of education, Pakistan will face difficulties to develop the enterprises to be more competitive in the global market. Good quality education in this context means formal education. The problem in Pakistan is that more than 50% of the labour forces in Pakistan's manufacturing sector are illiterate. The average age of this segment of the labour force is older than 15 years and to push them back to school would mean the loss of a substantial part of the labour force in the manufacturing sector.

The poor working conditions in the manufacturing sector in Pakistan need to be studied to determine the potency of the social environment of production to solve the problem of low productivity. It is important to understand and explore the potency of social learning space that the labour may gain from their social interaction in their environment. By understanding the social environment in a manufacturing company this study will attempt to determine the potency of social learning to improve labour quality which functions as the backbone of economic growth in Pakistan. It is relevant to know how social learning is achieved through social relation of production in a textile company and how it improves labour capacity and capability in gaining soft skills. This study focuses on the soft skills of social learning aspects like leaderships, motivation, self-efficacy, and self-determination in correlation with labour productivity in a textile company in Pakistan.

Moreover, the survey regarding labour productivity in a manufacturing company has been done in Britain in 2003. This survey examined factors that influence labour productivity of individual work roles. This study found that there are six important factors that consist of (1) physical-organic, location, and technological factors; (2) cultural belief-value and individual attitudes, motivational and behavioural factors; (3) global impacts – e.g. degrees of innovation and competence of the owners and managers of foreign investing companies; (4) managerial-organizational as well as economic and political-legal environments; (5) levels of change in internal labour resources and the management of work activities such as the existence or absence of traditional craft demarcation lines and barriers to occupational entry; and (6) individual incentives and remuneration packages, and the performance of personnel managers and others in recruitment, training, communicating with, and performance-



motivating employees based of wage and other incentives (Industerial System Research, 2003).

Factors numbers 2 and 6 are the factors that relate to social learning. However, the ISR (Industrial System Research) study does not formulate these factors as social learning. Since these two factors consist of individual attitudinal, motivational, behavioural, effectiveness of personnel managers, training, communication and performance motivating employees than these factors can be related to the social learning aspects. Albert Bandura (1973 and 1994) argues the importance of social learning for the individual to acquire knowledge from the social environment. In his study he focuses on the aspect of leadership, motivation, self-efficacy, and self-determination that the individual learns from the social environment. He shows that the individual member of the social group gains his/her leadership, motivation, self-efficacy and self- determination capacity and capability from his/her social interaction within their group as well as the social environment (Albert Bandura, 1973 and 1994).

The study regarding the importance of social learning in the labour market, especially among the members of Mormon Church congregation in Canada conducted by GMR Gathright, (2010).

In his Ph.D. dissertation found that social environment has become the important place of social learning, especially through what he called “word-of-mouth” communication. This is an experience of communication practice from the transaction between real estate agents and the customers. The word-of-mouth function as social learning process significantly influences the productivity in marketing real estate.

Based on these existing researches, there is a gap in these studies regarding social learning, especially among the illiterate labour working in a manufacturing company and how social learning may improve labour productivity. Pakistan has experienced low productivity for decades with its more than 50% of illiterate labour. There is need to evaluate the role of social learning among the illiterate labour in labour productivity in Pakistan.

The alternative solution to the educational strategy needs to be formulated. The intended study suggests that high percentage of illiterate labour and the low labour productivity in Pakistan need to be addressed. The experience of managers, supervisor, labour union leaders and labour will be examined to see the potency of social learning in the working place of manufacturing sector. The social learning process may improve their skills, which would increase their productivity and reduce their vulnerability. Base on the existing problematic labour situation in Pakistan, this research will study the potency of social learning in improving labour’s soft skills such as some aspects of leadership, motivation, self-efficacy, and self-determination that may influence the capacity of human capital and enhance labor productivity in manufacturing sector.

It is to understand the role of social learning within the industrial social relation as a process of acquiring soft skills for the labour from their social environment. Studying the role of social learning here is also to seek ways to improve the capacity and capability of workers which will increase their productivity, as well as benefit them financially and reduce the employees' vulnerability.

Human capital has been recognised as one of the most crucial factors that can significantly influence a country's economic development. The human capital of a firm can contribute significantly to the both the firm and the people who work for it in order to benefit the organisation. It contributes to the development of labour towards greater productivity for the benefit of the firm. Human capital is among the most precious and crucial assets of an organization, helping it to attain its goals in a more effective and efficient manner. Investing in human resource is a way for a firm to develop its labour by educating and training its workers. Education can be provided by way of financial support for employees' formal education in institutions of higher learning and training in production skills. On the job training can be carried out by supervisors, providing knowledge, teaching and training labour in the performance of various functions so that they are more effective and efficient. While developing human resource via formal education can be evaluated, the aspect of social learning has not been measured, because it is a latent variable. Based on this there is a need to measure social learning as one of the quality indicators of labour. By measuring social learning, then this aspect can be included with formal education levels to determine labour quality. It is important because economic growth is an aggregate of economic equations that rely on the contribution of economic factors consisting of CLEMS (Capital, labour, Energy, Materials, and Services) growth. This research therefore examines the role of social learning in improving labour's soft skills quality and this study assumes that social learning indirectly influences human development as well as economic growth. Based on this, there is a need to theorise the role of social learning for human development (as a human capital) and economic growth (as labour productivity) in the context of industrial relations.

### **1.3 Research Questions**

Based on the research problem, researches regarding social learning have shown the importance of social learning in improving the knowledge capacity and capability of the labour productivity. Social learning is acquired from social relations in a specific social environment. This study will examine to social learning plays an important role in improving labour productivity in Pakistan, and how labour can acquire knowledge from their social environment. Towards this end, four important research questions are formulated:

1. How can the managers and supervisors of the manufacturing company influence their labour to improve their soft skills in leadership, motivation, self-efficacy, and self-determination through social learning?
2. How does social learning function as an important factor in increasing labour productivity in order to reduce employees' vulnerability and enable them to benefit from economic growth?

3. In the context of social relations of production which comprise social interaction between labour, union, supervisors, and managers, how are the processes of social learning correlated with labour productivity?
4. What is the extent of the mediating role of human capital in the relationship between social learning and labour productivity?

These research questions have been formulated to examine the contribution of social learning to the growth of labor productivity. It is important to be studied because in reality the production process is not only about production or formal training for the labour, but at the same time it involves a social process among the agents of production (managers, supervisors, labour union leaders, and labour), which includes the social learning process. Understanding the role of social learning is important to fill the gap in labour skills quality, especially among the illiterate labour. By understanding the role of social learning through the context of a manufacturing company as the backbone of economic growth in Pakistan there is a possibility to consider social learning as an important aspect for human development and economic growth.

### **1.3.1 Research Objective**

### **1.3.2 General Objective**

The primary goal of this research is to investigate the role of social learning in labour productivity. In understanding the aspect of social learning in a manufacturing company, this research will focus on how labour gaining knowledge through the social learning process as social relation of production. The roles of manager, supervisor and labour union leader in social relation of production are important and should be studied for better understanding of the social learning process through social interaction. The goal is to understand the labour learning process in gaining soft skills of leadership, and motivation that may increase their self-efficacy and self-determination.

Studying the role of social learning helps the manufacturing organization to realize the importance of social learning as a potential factor in increasing labour productivity. This can be achieved by paying attention to the quality of labour in the firm from their motivation, leadership, self-efficacy and self-determination they acquired from social learning.

### **1.3.3 Specific Objectives**

Based on research questions following are the specific objectives of this study:

1. To analyse the social learning experiences of managers, supervisor in the manufacturing company in affecting labour in improving their soft skills (leadership, motivation, self-efficacy and self-determination).
2. To evaluate the function of social learning in increasing labour productivity in order to reduce employment vulnerability as well as benefit from the economic growth.

3. To determine the correlation of social learning and labour productivity by examining the importance of the social learning process involving labour union leaders, supervisor and manager.
4. To examine the mediating role of human capital in the relationship between social learning and labour productivity.

#### **1.4 Research Hypothesis**

This research examines the roles of social learning in labour productivity through human capital. Based on this the hypotheses can be formulated as follows:

- H<sub>1</sub>:** Social learning positively and significantly influences labour productivity.
- H<sub>2</sub>:** Social learning positively and significantly influences human capital.
- H<sub>3</sub>:** Human capital positively and significantly influences labour productivity.
- H<sub>4</sub>:** Human capital mediates the relationship between social learning and labour productivity.

#### **1.5 Scope and Limitations of the Study**

This study aims to investigate the process of social learning among the illiterate labour in Nishat Textile Company. The scope of study is to examine the social learning process which consists of four important aspects of social learning such as leadership, motivation, self-efficacy and self-determination among the illiterate labour in the textile manufacturing sector in Pakistan. By focusing on the interaction between labour and labour union leaders, supervisor and manager, this study explores the social learning process through social relation of production. The study includes the four important aspects of social learning which are valuable for the illiterate labour in the textile manufacturing sector in Pakistan to improve them as human capital that will help to increase labour productivity.

#### **1.6 Contribution of New Knowledge**

This study focuses on human capital as a mediating variable in the correlation between social learning and labour productivity. In past researches there was no study regarding human capital in the relationship between social relations of production, social learning and labour productivity. Based on that, this study contributes new knowledge of human capital for the purpose of better social learning and labour productivity. Marxian perspective in understanding industrial relation is by analysing social relation of production through conflict perspective. In advanced capitalism this understanding is not enough because industrial relation is not merely about conflict, but also social learning. The Marxian perspective tends to analyse the conflict perspective between the owner of capital and the working class, it neglects the importance of social learning developed by Bandura.



The neo Marxian perspective has tried to make the social relation of production more complex by introducing the middle class in between the owner of capital and the working class. The middle class in the social relation of production has direct control over investment and means of production as well as labour. Here, the middle class moderates the tension between the owner of capital and the labour. The middle class in this case includes the manager and supervisor. Meanwhile, the working class consists of labour union leaders and labour. However, they also tend to see the conflict aspect, so they also neglect the importance of social learning.

The interaction between middle class and labour is not merely about exploitation but also the social learning process. Through this social learning activity, labour, to a great extent has direct contact with supervisor, and to some extent has direct contact with the manager. The role of supervisor in this social relation is to mediate between manager and labour not only to solve the existing conflict but also for social learning. Social learning is an important latent aspect of education through the social interaction process that has potency to improve human capital. It is important to be studied because the equation of human capital in Human Development Index only calculates formal schooling. Social learning is latent potency; therefore it needs to be manifested by measuring some important components of soft skills such as leadership, motivation, self-efficacy, and self-determination. By recognising that the illiterate labour acquires soft skills from social learning, then organisation has the ability to improve the quality of the existing illiterate human capital in Pakistan which in turn will increase labour productivity.

## **1.7 Conceptual and Operational Definitions**

### **1.7.1 Social Learning**

#### **Conceptual Definition**

Social learning is a process in which individuals observe the behaviors of others and learn from such observations. Most individual activities are revealed through observation, using models: the activities of people are monitored, and then recorded to show how they are carried out. At some later point, such recorded evidence is accepted as information on particular activities (Bandura, A., 1977).

#### **Operational definition**

It is the social process of acquiring knowledge of leadership, motivation, self-efficacy, and self-determination from the social environment that functions to improve individual capacity and capability.

### **Leadership**

#### **Conceptual definition**

Leadership implies social influence, which enhances the inputs of others, in order to attain a particular goal the achievement of a goal. Leadership a deliberate act and not

just a headline; it is about being able to convince and motivate others to deal with their issues (Yukl, G., 2008).

### **Operational definition**

Leadership is a capacity to influence others, measureable by using a proxy indicator such as communicate, collaborate, and coordinate which enhances the capacity of people to strive towards attaining their goals.

### **Motivation**

#### **Conceptual definition**

Motivation is an aspect that drives us to take action, whether it is getting a drink to quench a thirst or reading a manual for information and knowledge (Schank, R. C., & Abelson, R. P., 2013).

#### **Operational definition**

Motivation is defined as the motive that consists of goal orientation, interest, as well as to achieve the target with effort.

### **Self-efficacy**

#### **Conceptual definition**

Self-efficacy is a personal belief that one can achieve the desired goals. It strongly motivates an individual's behaviour and eventually leads to success or failure. In the absence of self-efficacy people do not make the effort to act as they do not believe they can succeed (Bandura, A.1994).

#### **Operational Definition**

Self-efficacy is an individual's personal faith in his/her capability to focus on goal and task with performance outcome, developing high confidence to perform a task.

### **Self-Determination**

#### **Conceptual Definition**

The capability and probability of an individual facing problems to manage these problems and facilitate their solution without external assistance; , The quality of a self-advocate to make decisions and to be involved in coalitions and policy-making (Hitt, M. A., Keats, B. W., & DeMarie, S. M., 1998).

#### **Operational Definition**

Self-determination can be is defined as a combination of behaviour and capabilities that result in people setting objectives to achieve goals by making choices and

resolutions, using skills to solve the problem and to make the effort to achieve these objectives.

### **1.7.2 Human capital**

#### **Conceptual definition**

Human capital is recognition that people in organisations and businesses are an important and essential asset who contributes to development and growth, in a similar way as physical assets such as machines and money. The collective attitudes, skills and abilities of people contribute to organisational performance and productivity. Any expenditure in training, development, health and support is an investment, not just an expense. Conceptually, human capital accepts that not all labour is equal and that employee quality can be enhanced by investing in their training, education and acquisition of skills. Employee education and abilities are economically valuable to the employer and to the company (Kwon, D. B., 2009).

#### **Operational definition**

Human capital provides insight into productivity. Human capital can be measured by recognising the role of education (social learning), experience, intelligence, and trustworthiness.

### **Human Development**

#### **Conceptual definition**

Human development involves enlarging the choices of all and not just of some people in society. Should the involvement exclude women and deprive them of the benefits then there is unjust discrimination (Noorbakhsh, F., 1998).

#### **Operational definition**

Human development consists of three elements, life expectancy, education and income.

Education based on components of well-being and their quality of life, that consist of schooling of years and expected years of schooling.

### **1.7.3 Labour productivity**

#### **Conceptual definition**

Labour productivity at the individual enterprise level is the amount of goods and services produced by one hour of labour. It is output per unit of labour input, measured either in terms of the number of persons employed or in terms of the number of hours worked. At the national level, labour productivity is the amount of real Gross Domestic Product (GDP) produced by an hour labour (International Labor Organization, 2005).

**Operational Definition**

Labour productivity measures the efficiency and effective performance of an industry in conversion of input resources such as labour.

**Quality of Labour****Conceptual definition**

The quality of the labour force is achieved through education and training, physique, and health.

**Operational definition**

The relationship in order to increase the quality of labour investment on education and training, physique, and health is also increased.

Therefore, it can be argued that labour productivity is directly proportional to quality of labour.

**Economic Growth****Conceptual definition**

An increase in productive capacity as well as an enhancement in the quality of life to the people of that economy (Rajewski, Z., 1994).

**Operational definition.**

An improvement in the capacity of an economy to produce goods and services, in a particular period compared with other periods. The productivity growth is influenced by three main factors: investment and saving of capital, new technology, and human capital.

## REFERENCES

- “World Bank. 2006. Pakistan Labor Market Study: Regulation, Job Creation, and Skills Formation in the Manufacturing Sector. Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/12865> License: CC BY 3.0 Unported.”
- World Health Organization, & UNICEF. (2014). Trends in maternal mortality: 1990 to 2013: estimates by WHO, UNICEF, UNFPA, The World Bank and the United Nations Population Division: executive summary.
- Gathright, G. M. R. (2010). Social learning in labour markets and in real estate brokerage.
- Bandura, A. (1977). Social learning theory.
- Yukl, G. (2008). How leaders influence organizational effectiveness. *The leadership quarterly*, 19(6), 708-722.
- Schank, R. C., & Abelson, R. P. (2013). *Scripts, plans, goals, and understanding: An inquiry into human knowledge structures*. Psychology Press.
- Bandura, A. (1994). *Self-efficacy*. John Wiley & Sons, Inc..
- Hitt, M. A., Keats, B. W., & DeMarie, S. M. (1998). Navigating in the new competitive landscape: Building strategic flexibility and competitive advantage in the 21st century. *The Academy of Management Executive*, 12(4), 22-42.
- Kwon, D. B. (2009, October). Human capital and its measurement. In *Proc. The 3rd OECD World Forum on Statistics, Knowledge and Policy* (pp. 6-7).
- Noorbakhsh, F. (1998). A modified human development index. *World Development*, 26(3), 517-528.
- International Labour Organization. (2005). *Annual report*. International labour Organization.
- Rajewski, Z. (1994). Gross domestic product. *Eastern European Economics*, 71-80.
- Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of modern social thought*. Sage.
- Cohen, G. A. (2000). *Karl Marx's theory of history: a defence*. Oxford: Clarendon Press.
- Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of modern social thought*. Sage.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory*.

- Bandura, A. (1994). *Self-efficacy*. John Wiley & Sons, Inc..
- Carter, B. (2015). *Benefits to society of an inclusive societies approach*. GSDRC Helpdesk Research Report 1232). Birmingham, UK: GSDRC, University of Birmingham. To be published.
- Davis, T. R., & Luthans, F. (1980). A social learning approach to organizational behavior. *Academy of Management Review*, 5(2), 281-290.
- Ginter, P. M., & White, D. D. (1982). A social learning approach to strategic management: Toward a theoretical foundation. *Academy of Management Review*, 7(2), 253-261.
- Bandura, A. (1994). *Self-efficacy*. John Wiley & Sons, Inc..
- Pahl-Wostl, C., Mostert, E., & Tabara, D. (2008). The growing importance of social learning in water resources management and sustainability science. *Ecology and Society*, 13 (1), 2008.
- Hunt, Gavin R., and Russell D. Gray. "Diversification and cumulative evolution in New Caledonian crow tool manufacture." *Proceedings of the Royal Society of London B: Biological Sciences* 270.1517 (2003): 867-874.
- Reed, M., Evely, A. C., Cundill, G., Fazey, I. R. A., Glass, J., Laing, A., ... & Stringer, L. (2010). What is social learning?. *Ecology and Society*.
- Pahl-Wostl, C., Craps, M., Dewulf, A., Mostert, E., Tabara, D., & Taillieu, T. (2007). Social learning and water resources management. *Ecology and Society*, 12 (2), 2007.
- Fernandez-Gimenez, M. E., Ballard, H. L., & Sturtevant, V. E. (2008). Adaptive management and social learning in collaborative and community-based monitoring: a study of five community-based forestry organizations in the western USA. *Ecology and Society*, 13(2), 4.
- Pahl-Wostl, C., Tabara, D., Bouwen, R., Craps, M., Dewulf, A., Mostert, E., ... & Taillieu, T. (2008). The importance of social learning and culture for sustainable water management. *Ecological Economics*, 64(3), 484-495.
- Pahl-Wostl, C., Craps, M., Dewulf, A., Mostert, E., Tabara, D., & Taillieu, T. (2007). Social learning and water resources management. *Ecology and Society*, 12 (2), 2007.
- Bull, R., Petts, J., & Evans, J. (2008). Social learning from public engagement: dreaming the impossible?. *Journal of environmental planning and management*, 51(5), 701-716.
- Reed, M., Evely, A. C., Cundill, G., Fazey, I. R. A., Glass, J., Laing, A., ... & Stringer, L. (2010). What is social learning?. *Ecology and Society*.



- Armitage, D., Marschke, M., & Plummer, R. (2008). Adaptive co-management and the paradox of learning. *Global environmental change*, 18(1), 86-98
- Shum, S. B., & Ferguson, R. (2012). Social Learning Analytics. *Educational technology & society*, 15(3), 3-26.
- Yukl, G. A. (1981). *Leadership in organizations*. Pearson Education India.
- Conger, J. A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *The Leadership Quarterly*, 10(2), 145-179.
- Dwight Eisenhower (2002). Preface: Public diplomacy in leadership in a changing world. *The Annals of the American Academy of Political and Social Science*, 6-8.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American psychologist*, 37(2), 122.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.
- Bandura, A. (1997). Self-efficacy: The exercise of control.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary educational psychology*, 25(1), 82-91.
- Hendarman, A. F., & Tjakraatmadja, J. H. (2012). Relationship among soft skills, hard skills, and innovativeness of knowledge workers in the knowledge economy era. *Procedia-Social and Behavioral Sciences*, 52, 35-44.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, 26(4), 331-362.
- Bandura, A. (1994). *Self-efficacy*. John Wiley & Sons, Inc..
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, 26(4), 331-362.
- Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organization. *Journal of applied psychology*, 74(4), 580.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Razak, M. I. M., Osman, I., Yusof, M. A. M., Naseri, R. N. N., & Ali, M. N. FACTORS AFFECTING LABOR PRODUCTIVITY IN MALAYSIA: AN OVERVIEW.

Jarkas, A. M. (2015). Factors influencing labour productivity in Bahrain's construction industry. *International Journal of Construction Management*, 15(1), 94-108.

Hameed, A., & Amjad, S. (2009). Impact of office design on employees productivity: a case study of banking organizations of Abbottabad, Pakistan.

Khan, S. R., Shaw, W. D., & Hussain, F. (1991). Causality between literacy and labor productivity in Pakistan. *Economics of Education Review*, 10(3), 245-251.

Faisal Sultan Qadri and Abdul Waheed. (2014). human capital and economic growth proposing a macroeconomic model of pakistan.

Kwon, D. B. (2009, October). Human capital and its measurement. In *Proc. The 3rd OECD World Forum on Statistics, Knowledge and Policy* (pp. 6-7).

Jalil, A., & Idrees, M. (2013). Modeling the impact of education on the economic growth: Evidence from aggregated and disaggregated time series data of Pakistan. *Economic Modelling*, 31, 383-388.

Schultz, T. W. (1961). Investment in human capital. *The American economic review*, 1-17.

Nelson, R. R., and E. S. Phelps, (1966), "Investment in Humans, Technological Diffusion and Economic Growth" in: *The American Economic Review*, Vol. 2, 56, pp. 69-75.

Beach, J. M. (2009). A critique of human capital formation in the US and the economic returns to sub-baccalaureate credentials. *Educational Studies*, 45(1), 24-38.

Anaduaka, U. S. (2014). Human Capital Development and Economic Growth: The Nigeria Experience. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 25.

Mankiw, N. G., Romer, D., & Weil, D. N. (1990). *A contribution to the empirics of economic growth* (No. w3541). National Bureau of Economic Research.

Rodriguez, J. P., & Loomis, S. R. (2007). A new view of institutions, human capital, and market standardisation. *Education, Knowledge & Economy*, 1(1), 93-105.

Bach, S. (2003). International migration of health workers: Labour and social issues. *Geneva: International Labour Office*.

Rajewski, Z. (1994). Gross domestic product. *Eastern European Economics*, 32(4), 71-80.



- Yamarone, R. (2012). *The trader's guide to key economic indicators* (Vol. 151). John Wiley & Sons.
- Mielnik, O., & Goldemberg, J. (2002). Foreign direct investment and decoupling between energy and gross domestic product in developing countries. *Energy policy*, 30(2), 87-89.
- Lucas, R. E. (1990). Why doesn't capital flow from rich to poor countries?. *The American Economic Review*, 80(2), 92-96.
- Lucas, R. E., (1988), "Mechanisms of Economic Growth" in: *Journal of Monetary Economics*, 22, pp. 3-42.
- Barro, R. J., and X. Sala-i-Martin (1995), *Economic Growth*, McGraw-Hill, New York. *Becker, G. S., (1964 and 1993), Human Capital, A Theoretical and Empirical Analysis with Special Reference to Education, The University of Chicago Press, Chicago.*
- Johansson, Ö. (1967). The gross domestic product of Sweden and its composition 1861-1955.
- Martin, A. B., Lassman, D., Washington, B., Catlin, A., & National Health Expenditure Accounts Team. (2012). Growth in US health spending remained slow in 2010; health share of gross domestic product was unchanged from 2009. *Health Affairs*, 31(1), 208-219.
- Forsythe, D. P. (1997). The United Nations, human rights, and development. *Human Rights Quarterly*, 19(2), 334-349.
- Lucas, R. E. (1990). Why doesn't capital flow from rich to poor countries?. *The American Economic Review*, 80(2), 92-96.
- Ahmad, K., & Ilyas, M. (2011). TRENDS IN TOTAL FACTOR PRODUCTIVITY IN PAKISTAN MANUFACTURING SECTOR. *Interdisciplinary Journal of Contemporary Research In Business*, 2(10), 81
- Stebbins, R. A. (2001). *Exploratory research in the social sciences* (Vol. 48). Sage.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Babbie, B. (1992). *The Practice of Social Research* (6th edn) (Wadsworth, Belmont, CA).
- Patton, M. Q. (1987). *How to use qualitative methods in evaluation* (No. 4). Sage.
- Oakley, P. (1991). *Projects with people: The practice of participation in rural development*. International Labour Organization.

- Stroh, M. (2000). Computers and qualitative data analysis; To use or not to use. Research Training for Social Scientists. London (UK): Sage.
- Industrial System Research. (2003). Labour Productivity in Manufacturing Company in Britain.
- Yousuf, K. M. (2009). Towards a vision 2030 and the challenges of openness to Pakistan economy: Export competitiveness of Pakistan's manufacturing sector, past trends and future prospects (VRF Series No. 443). Chiba: Institute of Developing Economies, Japan External Trade Organization.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educ psychol meas*.
- Salkind, N. J. (2006). *Encyclopedia of measurement and statistics*. Sage Publications.
- Hair, J. F. (2006). *Multivariate data analysis*.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (Vol. 6). Upper Saddle River, NJ: Pearson Prentice Hall.
- Nunnally, J. C., & Bernstein, I. H. (1994). The assessment of reliability. *Psychometric theory*, 3(1), 248-292.
- Sekaran, U. (2006). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Smith, J. P., & Thomas, D. (2003). Remembrances of things past: Test-retest reliability of retrospective migration histories. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 166(1), 23-49.
- Gliem, R. R., & Gliem, J. A. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education.
- Agresti, A., & Finlay, B. (1997). *Statistical models for the social sciences*.
- James, L. R., & Brett, J. M. (1984). Mediators, moderators, and tests for mediation. *Journal of Applied Psychology*, 69(2), 307.
- Loibl, C., & Hira, T. K. (2005). Self-directed financial learning and financial satisfaction. *Journal of Financial Counseling and Planning*, 16(1), 11.
- Wright, E. O. (1997). Rethinking, once again, the concept of class structure. *Reworking class*, 41-72.
- Malik, M. A. Textile Sector is the backbone of Pakistan's economy. The ills faced by the sector and its contribution towards economic development.

Jamil, F., & Ahmad, E. (2010). The relationship between electricity consumption, electricity prices and GDP in Pakistan. *Energy Policy*, 38(10), 6016-6025.



## LIST OF PUBLICATIONS

Wasim Aslam, Dr. Aris Arif Mundayat (2016). The Multidisciplinary Academic Conference on Economics, Management and Marketing. Impacts of fringe benefits on organizational performance the mediating role of employee satisfaction.

Wasim Aslam, Nabeel Rehman, Afshin Aredebil (2013). Journal of Management and Administrative Sciences Review: Volume: 2, Issue 5. Factors affecting behavioral intentions in hospitality industry of Pakistan.

### Accepted Paper sent for Publications

Wasim Aslam, The impact of team cohesion on organizational Performance in Pakistan. Abstract paper accepted and will be presented at the Frankfurt International Academic Conference on Business and Economics 2017 in Frankfurt am Main Germany.

### Conferences

Wasim Aslam, Impact of fringe benefits on organizational performance mediating role of Employee satisfaction in Pakistan. Presented at the multidisciplinary Academic Conference on Economics, Management and Marketing.

Wasim Aslam, The impact of team cohesion on organizational Performance in Pakistan. Abstract paper accepted and will be presented at the Frankfurt International Academic Conference on Business and Economics 2017 in Frankfurt am Main Germany.