

Awareness and Acceptance of Pakistan's Vision 2025 Challenges among University Employees

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Abstract

Pakistan's Vision 2025 gives a visible direction to the people of Pakistan as they are struggling to achieve developed nation status. This desired future state was expressed by the Minister for Planning, Development and Reform, Ahsan Iqbal presentation at launch of Pakistan Vision 2025 ceremony in August 2014. All private and public societies, in their planning and development are being directed to line up their goals and objectives with those of the Vision in order to attain the desired outcome. All Pakistani people are preparing to equip themselves with the needs and requirements expressed as necessary to achieve the goal of the Vision. The employees of universities can only be valuable tool of this effort if they are aware and accept the Challenges of Vision 2025. Acceptance of these Challenges and how employee perceives of the difficulties in meeting them are very important as this will indicate their knowledge and understanding, as well as their willingness to share the Vision and their readiness to deal with any obstacles in realizing it. In this study total 150 questionnaires were distributed to employees both in academic and admin group of two Universities in Vehari. Employees' responses were measured using a five point Likert-type scale. The data was analyzed to determine any significant relationship and differences among variables. The findings indicated the Vision is accepted and has been well communicated. Programs and actions related to the role of the universities in assisting the nation to realize the Vision were discussed.

Key words: Vision 2025, Awareness, Acceptance, University, Pakistan.

Introduction

The Government of Pakistan introduced Vision 2025 with the aim of becoming a competitive, caring and collaborative society by the year 2025(MoPD&R, 2014). A society seeks in which every citizen has the opportunity to transform their quality of life. The Vision was intended to make Pakistan next Asian Tiger and the Mission is what Muhammad Ali Jinnah said on 11th August, 1947 to only focus on the happiness of the people, and especially of the masses and the poor. The vision 2025 was to get an Asian Tiger title through development in all dimensions: Shared Vision, Political Stability and Continuity of Policies, Peace and Security, Rule of Law, and Social Justice (MoPD&R, 2014).

The key to the accomplishment of a fully developed nation as predicted in Vision 2025 is to overcome the seven strategic Challenges. The completion of the Challenges presented in Vision 2025 is dependent on the awareness and acceptance of the Vision and its Challenges by each resident. Awareness of Pakistan's Vision 2025 will allow the people to contribute and successfully benefit from economic growth lead to the development of an attitude that will contribute to positively acceptance of the Vision. Consequently, people will know what they are doing and what they will get from it. The people of Pakistan need a deep awareness and understanding of the Vision

2025. It is the country's long-lasting development blueprint. It aspires to transform Pakistan into an industrialized and knowledge based high income country by 2025. To this end nation have to equip themselves with the necessary skills, knowledge, and attitudes, as required by the future Pakistan the vision 2025 describes.

A critical thinking is required to develop people's motivation to share the Vision and make into action (Tregoe et, al., 1989). With this situation, education plays a pivotal role; particularly universities appear as an effective instrument for impressing the concepts and goals of the Vision. The universities can act as means to develop people's understanding and acceptance to achieve the goals of the Vision. This is only if the employees are aware and accept the Challenges of Vision 2025. Awareness and acceptance of vision Challenges and how employees face the difficulties in meeting them will indicate their knowledge and understanding of the shared vision and spreading it. Employees play an important role to reach a fully developed nation, especially creating an environment by the year 2025. In view of the importance of the awareness and acceptance of the Challenges of Pakistan's Vision 2025, this research was undertaken to investigate the level of employees aware of the vision's Challenges and acceptance of it. This study is attempts to answer the following question.

- What is the relationship between Awareness and Acceptance of Pakistan's Vision 2025 Challenges?
- Do Socio-demographic factors (gender and age) moderate the relationship between Awareness and Acceptance of Pakistan's Vision 2025 Challenges?
Same as questions the objectives of the study are
- To investigate the relationship between awareness and acceptance of Pakistan's Vision 2025 Challenges.
- To investigate the moderating effect of Socio-demographic factors on the relationship between awareness and acceptance of Pakistan's Vision 2025 Challenges.

The novelty of the study in Pakistan, as researcher did not find any study related to Pakistan's vision 2025 in relationship among awareness and acceptance with moderating effect of socio-demographic factors among university employees. The successful achievement of the Challenges offered in Vision 2025 is dependent on the awareness and acceptance of the Vision and its challenges by each resident. Acceptance of the vision's challenges will guide to successful accomplishment of the basics that will add to success as people will know what is required from them and what gains they are to derive from it. Vision 2025 has become a common topic to all Pakistanis, but the awareness and acceptance of the vision is still in doubt. A clear understanding and acceptance of the Vision's goals and ambition provide a great opportunity to achieve the vision. Conversely, misunderstanding of the vision will cause the rejection of its goals towards its ambition resulting in a severe risk to the state. Therefore there is a need to explore the vision 2025 with some new dimensions of the acceptance of Pakistan's vision 2025 challenges.

The importance of Awareness and Acceptance of Pakistan's Vision 2025 Challenges

Awareness of a vision is a key factor in the acceptance of the vision. Awareness is an understanding of the activities (Dourish et, al., 1992). With the proper awareness and understanding, people will develop an accepting attitude towards adopting a vision. As mentioned in most of the literature, acceptance of a vision is crucial for its realization because people know what is required and how to position themselves in the vision (Goodstein et al., 1993). The vision may encourage

employees to be more confident about what should be learnt and how they should achieve the common goal (Ning et. al., 2017). Therefore, a vision must be well expressed to facilitate people's awareness of the relevance of a vision. Such awareness will contribute to employee acceptance of a vision and consequently allow them to develop a positive image of the vision. Pakistan Vision 2025 presents a broad approach to emphasis on developing social and human capital to take full advantage of vision (MoPD&R, 2014; Durrani et. al., 2017). Therefore, it is necessary to investigate the level of employee awareness and acceptance of a vision as this will show the extent to which employees realize and understand the vision. Such an investigation will also indicate how successfully a vision is being communicated. Thus, it is needed to examine relationship between employee awareness and acceptance of Pakistan's Vision 2025.

Concept of Awareness

(Dourish et. al., 1992) were among the first to define the concept of awareness as an understanding of the activities of others, which provides a context for one's activity, so that individual contributions are relevant to the group's activity as a whole. Awareness is about interests, opinions, and emotional state of members of a group. It contributes to project success by improving team's well-being and social health (Calefato et al., 2011). Awareness of an object or an idea is the first step in an individual's consideration of accepting or rejecting of the idea.

Awareness is also obeying commands and interacting with their environment (Al Thenayan et. al., 2008)

Concept of Acceptance

Acceptance defined as implementation an emotional reaction without protectiveness or secondary negative emotions (Chesney et. al., 2017). Acceptance is also the readiness or refusal to do so. By accepting, persons will give a positive reply to the events. On the contrary, conflict or uncooperative reaction shows a person's attempt to reject the idea.

Relationship between Awareness and Acceptance

Monk-Tutor (1993) stated that customers concern in accepting an innovation was related to their awareness of the innovation. Further, Eimbinder (1992) stated that obstacles to use of an innovation are lack of awareness of the likely benefits of an innovation resulting in low acceptance. A person who is conscious of an innovation and has a stronger need will be more willingly to have interest in and then adopt the innovation. Lack of clearness of the innovation was hurdle to acceptance of innovations. Awareness involves showing people with a message, informing them about its special features and showing how it is significant for an organization's success in the future. Therefore, Awareness leads acceptance or rejection of a plan or an innovation.

The power of Socio-demographic traits on Acceptance

Facts show that acceptance of modernization or an initiative is also influenced by socio-demographic factors. This suggests that acceptance of Pakistan's Vision 2025 Challenges might also be influenced by socio-demographic features. Shimp (1993) stated that socio-demographic characteristics influence a person's adoption or acceptance of an innovation includes five groups of adopters (innovators, early adopters, early majority, last majority, laggards). A study by (Cohen et. al., 2006) stated that how acceptance of euthanasia is influenced by socio-demographic and cultural factors. Further this study revealed that after controlling for socio-demographic factors, large country differences in attitudes towards euthanasia continued. Another study determined how

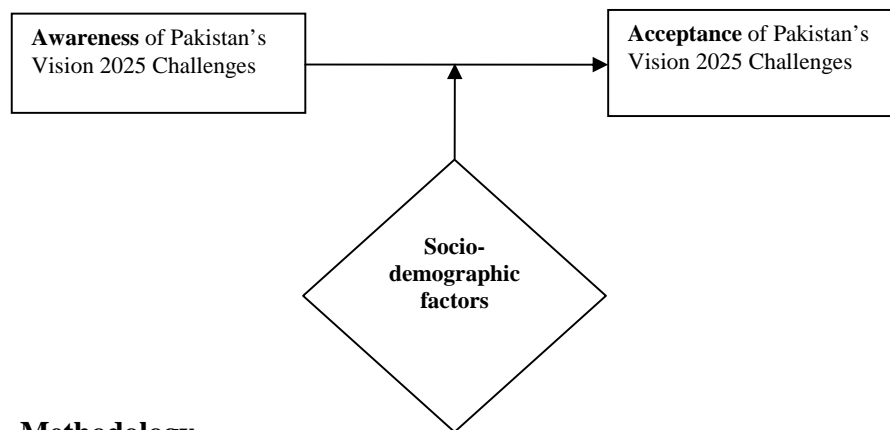
selected demographic factors, such as age, sex, and duration of disease, affect the acceptance of osteoarthritis (Sierakowska et. al., 2017). Schmidt (1990) discovered that culture and leadership styles are causes that limit the acceptance and usage of PC technology.

Based on the literature review and the theoretical framework suggested hypotheses for the study are as under:

H₁: Employee awareness is positively related to employee acceptance of Pakistan's Vision 2025 Challenges.

H₂: There will be a significant difference in the acceptance of Pakistan's Vision 2025 Challenges based on gender.

H₃: There will be a significant difference in the acceptance of Pakistan's Vision 2025 Challenges based on age.



Methodology

Population and Sample selection

Two universities' sub-campuses in Vehari were chosen as study places; COMSAT institute of information technology (CIIT), University of education (UE), whose sub-campuses are in Vehari (Raza et al., 2017). A total of 150 Self-administered questionnaires were distributed to collect primary data from the respondents both in academic and administration departments from both Universities.

Research Instrument Design

The survey questionnaire is the most effective method in data collection (Sekaran, 1992). The questionnaire for this study was designed by the researcher, based on the review of the literature and some advisors.

Unit of Analysis

The employees of two sub-campuses invited to give response on voluntary basis and the unit of analysis is the employees who are working in these two institutions.

Type of Study

This research study is classified as descriptive and correlation. This study also involved in hypotheses testing. The study may also be categorized as exploratory. Because, the researcher explored the relationship between employee awareness and acceptance of Vision 2025 Challenges based on previous study associated to self awareness and acceptance.

Nature of Study

The study was an analytical study to examine the association between independent, dependent, and moderating variables. It is cross-sectional study. Data used in this research have not been collected before from these two institutions.

Results

Respondents' Statistics

A number of 150 questionnaires were distributed and total 115 questionnaires were returned, yielding a response rate of 76.67%. The return rate for CIIT was 61.74% and UE was 38.26%. The response rate of 76.67% was higher than acceptable response rate (standard 20%) for quantitative studies (Schindler, 2011). Table 1 summarizes the statistics of the respondents according to gender and age.

Table 1 Respondents' statistics

Demographic	Classification	Frequency	Percentage (%)
Gender	Male	69	60
	Female	46	40
Age	Less than 30	25	21.73
	30 – 39	60	52.17
	above 40	30	26.09
Job position	Academic employee	79	68.70
	Administrative employee	36	31.30
Highest qualification	Bachelor	10	8.71
	Master	38	33.04
	MS/Mphil	41	35.65
	PhD	26	22.60
University belong to	CIIT	71	61.74
	UE	44	38.26

Validity and Reliability

Reliability testing was performed using SPSS. The questionnaire items were in the range of 0.6 to 0.9 which considered acceptable as the minimum benchmark of the minimum Cronbach's Alpha value is 0.50 indicated by Sekaran and Bougie (2009). The internal consistency of the questionnaire can be considered to be good. Table 2, Cronbach Alpha's reliability coefficient for the final study is shown below.

Table 2 Reliability Test

Variables	Cronbach's Alpha	Items
Awareness of Pakistan's Vision 2025	0.933	20
Acceptance of Pakistan's Vision 2025 Challenges	0.921	20

Descriptive Analysis

The result showed the mean and standard deviation for awareness of employees of Pakistan's Vision 2025 Challenges is 4.06. It means that respondents' awareness of the seven Challenges was found to range between 3.90 and 4.31. Table 3 shows the order from high to low of the mean, where four asterisk (*) of the seven challenges recorded mean scores higher than 4.

Table 3

Pakistan's Vision 2025 Challenges	N	Mean	Sd.
Challenge 1 - Putting People First: Developing Human and Social Capital	115	4.31*	.73
Challenge 2 - Achieving Sustained, Indigenous and Inclusive Growth	115	4.15*	.91
Challenge 3 - Governance, Institutional Reform & Modernization of the Public Sector	115	4.15*	.91
Challenge 4 - Energy, Water & Food Security	115	4.07*	.93
Challenge 5 - Private Sector-Led Growth and Entrepreneurship	115	3.97	.90
Challenge 6 - Developing a Competitive Knowledge Economy through Value Addition	115	3.92	.92
Challenge 7 - Modernization of Transportation Infrastructure & Greater Regional Connectivity	115	3.90	.93
Awareness of the seven Challenges	115	4.06	.72

Table 4

Challenges	Male			Female		
	N	Mean	Sd.	N	Mean	Sd.
1	69	4.35	.77	46	4.50	.66
2	69	4.01	1.02	46	4.10	.78
3	69	3.88	.97	46	3.98	.84
4	69	3.98	.96	46	4.20	.90
5	69	3.84	.98	46	3.98	.84
6	69	3.97	.94	46	4.43	.80
7	69	3.78	1.02	46	4.10	.78
Awareness of seven Challenges	69	3.97	.78	58	4.18	.59

The overall mean score was 4.18 for female respondents which was higher than male respondents 3.97. But, both sets of respondents recorded Challenge 1- **Putting People First: Developing Human and Social Capital**, as the Challenge they are aware of most, with male employees recorded 4.35 and female employees recorded 4.50. According to gender results are mentioned in Table 4.

The age groups of 30 - 39 years pointed out the highest overall mean achieve 4.15. The overall mean scores above 40 years was 3.83. The employees' awareness of the challenges as per age groups has shown in table 5.

The overall mean score 3.82 was the respondents' acceptance of the Challenges. The mean score 4.03 of challenge 4- **Energy, Water & Food Security** visible to be the most accepted challenge. The standard deviation was noted .69 indicating that respondents are gather on point 4 and were greatly agreed about acceptance. Just two challenges recorded mean scores higher than 4.0, they are Challenge 4 and 1. The rest of the challenges were in the bracket of 3.65 to 3.94. The mean scores for employees acceptance of Pakistan's Vision 2025 Challenges is presented in Table 6.

Table 5

Challenges	Less than 30		30-39		Above 40	
	Mean	Sd.	Mean	Sd.	Mean	Sd.
1	4.01	.97	4.04	.88	4.48	.69
2	4.14	.90	4.46	.66	4.48	.69
3	3.82	.93	3.90	.93	3.98	1.39
4	3.95	1.01	4.16	.83	3.48	.69
5	3.79	.91	3.96	.85	3.48	.69
6	3.82	.90	4.28	.88	3.48	.69
7	3.82	.90	4.28	.88	3.48	.69
Awareness of the seven Challenges	3.90	.72	4.15	.71	3.83	.60

Table 6

Pakistan's Vision 2025 Challenges	N	Mean	Sd.
4.Energy, Water & Food Security	115	4.03	.60
1.Putting People First: Developing Human and Social Capital	115	4.00	.62
3.Governance, Institutional Reform & Modernization of the Public Sector	115	3.94	.70
2.Achieving Sustained, Indigenous and Inclusive Growth	115	3.73	.75
5.Private Sector-Led Growth and Entrepreneurship	115	3.70	.72
6.Developing a Competitive Knowledge Economy through Value Addition	115	3.70	.86
7.Modernization of Transportation Infrastructure & Greater Regional Connectivity	115	3.65	.66
Acceptance of the seven Challenges	115	3.82	.55

H₁: Employee awareness is positively related to employee acceptance of Pakistan's Vision 2025 Challenges.

Table 7 Pearson Correlation

Awareness of Pakistan's Vision 2025 Challenges	Acceptance of Pakistan's Vision 2025 Challenges	Correlation coef.	1 –tailed signif.	At alpha level .05
Challenge 1	Challenge 1	.265	.001	Significant
Challenge 2	Challenge 2	.351	.001	Significant
Challenge 3	Challenge 3	.303	.001	Significant
Challenge 4	Challenge 4	.273	.001	Significant
Challenge 5	Challenge 5	.179	.001	Significant

Challenge 6	Challenge 6	.365	.001	Significant
Challenge 7	Challenge 7	.283	.001	Significant

The Pearson Correlation was used to clarify whether there was a significant relationship between independent and dependent variables or not. The results showed that there was a significant relationship among independent variable of awareness to each challenge of the dependent variable of acceptance at .001. This indicates that employees' awareness and acceptance of Pakistan's Vision 2025 Challenges were significantly related. The positive correlation shows employees who have a better awareness of the Challenges will demonstrate superior acceptance. Thus, the alternative hypothesis H_1 is authenticated. Challenge 2 was found .351 highest correlation and Challenge 5 showed lowest correlation.

H_2 : There will be a significant difference in the acceptance of Pakistan's Vision 2025 Challenges based on gender.

This hypothesis was tested using t-Test analysis because it provides the best method for comparing the means of the two groups male and female. The t value of **-.49 with 2-tail probability of .614** was not significant at .05 level of significance. The difference in the mean score of 3.76 and 3.81 was not significantly different. This indicates the acceptance of the Challenges was not significantly different between male and female employees. The null hypothesis (H_20) is accepted. Results are shown in table 8 below.

Table 8

Acceptance of Pakistan's Vision 2025 Challenges	Male		Female		t-value	2-tail prob.	At alpha level .05
	Mean	Sd.	Mean	Sd.			
Challenge 1	3.60	.71	3.7	.59	-1.05	.285	Not signif.
Challenge 2	3.57	.74	3.67	.59	-1.00	.312	Not signif.
Challenge 3	3.67	.81	3.79	.65	-1.09	.269	Not signif.
Challenge 4	3.70	.90	3.68	.81	.02	.969	Not signif.
Challenge 5	3.95	.66	4.13	.49	-2.02	.041	Significant
Challenge 6	3.88	.76	4.00	.58	-1.20	.224	Not signif.
Challenge 7	3.98	.72	3.69	.45	-.44	.644	Not signif.
Acceptance of the Challenges	3.76	.64	3.80	.46	-.49	.614	Not signif.

H_3 : There will be a significant difference in the acceptance of Pakistan's Vision 2025 Challenges based on age.

This hypothesis was tested using ANOVA because it provides methods for comparing the means of more than two groups less than 30 years, 30 - 39 years, and above 40 years of age. Alternative hypothesis H_3 was rejected. The F value of .476 with significant F value of .698 is not significant at the .05 level. This shows that there were no significant mean differences in the acceptance of the challenges among the three age groups. Thus, the null hypothesis H_30 is accepted.

Table 9 ANOVA

Challenges	Less than 30	30-39	Above 40	F-value	Significance of F	At alpha level .05
	Mean	Mean	Mean			
Challenge 1	3.63	3.67	3.61	.017	.996	Not signif.
Challenge 2	3.56	3.69	3.31	.284	.835	Not signif.
Challenge 3	3.6	3.84	3.23	.658	.577	Not signif.
Challenge 4	3.65	3.75	3.48	.087	.965	Not signif.
Challenge 5	3.97	4.11	4.15	.284	.835	Not signif.
Challenge 6	3.85	4.02	3.48	.528	.662	Not signif.
Challenge 7	4.00	4.01	3.31	.773	.509	Not signif.
Acceptance of the Challenges	3.75	3.86	3.51	.476	.698	Not signif.

Discussion & Conclusion

Of the three hypotheses, one alternative hypothesis was accepted. In this study both descriptive and inferential statistics were used. There were no significant mean differences according to gender and age in the employees' acceptance of the challenges. The findings also showed that employees of UE and CIIT were aware of the challenges listed in the Vision. The overall mean score for employee awareness of the challenges was 4.06. Among the seven challenges, respondents were most aware of **Challenge 1 - Putting People First: Developing Human and Social Capital** with a mean score of 4.31 with standard deviation .73 indicate the employees are mostly agreeing about their awareness of creating a **Developing Human and Social Capital**. The study was also to investigate the relationship between employee awareness of the challenges and acceptance of these and the result shows the significantly related. Socio-demographic factors (gender, age) were used to determine any impact of employees on acceptance of the challenges. The result showed there were no significant differences and had no moderating effect on employee acceptance of the challenges according to the socio-demographic elements tested. The hypotheses 2 and 3 indicated no significant mean differences in employee acceptance of the challenges.

Implications of the study:

The implications of the study are to take required actions and to develop specific programs both at institutional level and government level for implementation of plans related to the completion of the goals. These are also vital to the universities to help the nation to achieve its future state as expressed in Vision 2025.

Recommendations and Direction for Future Research:

The Vision must be constantly communicated to increase employee awareness of the importance of the Vision. The Vision should be expressed clearly and frequently in a variety of ways to facilitate the employees. Further courses, workshops and conferences at ministry of education level to transmit the Vision's goals and to make their commitment to the Vision. Permanent research to examine the development of the Vision's plans and programs must be

encouraged. This will serve as gauge to the institution in watching action plans related to the awareness of Vision 2025. Parallel study in other institutions should be undertaken to prove the findings of this study.

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