

Effect of Ostracism and General Education on Career Development under Mediation of Personality: A Study of Religious Schools in Pakistan

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Received for publication: 20 April 2015.

Accepted for publication: 05 August 2015.

Abstract

How ostracism affects personality and career development of the students in recognized religious schools (Madrassas) in Pakistan? How general education averts ostracism and improves personality and career development in Madrassas? How all these variables are associated? It was significant finding answers to these questions as yet in literature the mentioned variables are considered separate constructs whereas this study observed them interplaying in 4 recognized Madrassas. The study collected data from a simple random sample of size 280 protégés using reliable and valid instrument. Data analyses were conducted using Pearson's correlation, regression and mediation test. Ostracism played positive role both on personality and career development while general education was lagging behind against expectation. Study recommended rational improvements, direction for future research expressing its limitations.

Keywords Ostracism, General Education, Career Development, and Big Five Personality Model

Introduction

Islamic schools called Madrassas in Pakistan provide a career to a majority in its rural and urban areas. Most Madrassas are funded by foreign aid for providing sect specific religious education with free or economical boarding and lodging (Andrabi, Das, Khwaja, & Zajonc, 2006). Before the current world order against extremism Madrassas were perceived as a good source for religiously trained human resource. After the 9/11 incident this perception reversed (Alam, *The Enemy within: Madrasa and Muslim Identity in North India*, 2008). It changed the societal opinion about protégés for even those studying in the recognized and well reputed Madrassas imposing ostracism (OST) on them. It jeopardized their career development (CD) as religious scholar (Zaman, 1999). Now current literature predominantly projects Madrassas as hub for extremism and violence. However this affects even those Madrassas that are still recognized and doing constructive human resource development. Therefore this study focused on CD of protégés in the recognized and registered Madrassas of Pakistan identifying this neglected part in the literature of CD.

Literature reports various antecedents of CD confining it to business education while in the preliminary investigation this study learnt that CD of protégés in Madrassas was associated with diversified antecedents that the existing literature does not explain yet. It identified personality which it operationalized as big five personality model (BFPM), ostracism (OST), and general education (GEE) as the key antecedents of the CD in Madrassas for religious scholars in Pakistan. How these identified antecedents play in shaping the CD of protégés in Madrasas remained the primary question of interest to this study.

Aloni (1996) explained that the existentialist theory by Kierkegaard renders education as an essential method of shaping one's personality. Buber (1984) described that the existentialist theory

strengthens individual's personality. Combs and Snygg (1949) explained that personalities reacted to an event or even context they are facing. In Madrassas OST was expected to be an impediment to personality and career development therefore it expected negative behavior among protégés as ascribed by Cantanese & Tice, (2005), Seeman & Crimmins (2006) and Williams (2009). Ostracized personalities are prone to bringing out hurt, anger, aggression and even violence. Such reactions would have a negative impact on CD. Is it OST among protégés that causes terrorism in the world?

Ostracized personalities mostly exhibit passive behavior (Craighead et al., 1979). OST has further a negative relation with work performance (Kerr et al., 2008). Similarly, if exclusion motivates individual to put effort to be included and accepted through altering his behavior such ostracism could have a positive effect on the CD of the protégés. In summary association of OST with CD is not elaborated in their respective literature because yet CD is believed to be a business education challenge while OST is a social issue. This gap demands an integrating study for necessary optimization.

In order to bring protégés in Madrassas of Pakistan the government had rendered inclusion of GEE mandatory so that OST could be mitigated. While such good initiative had been ensured over a decade its effects are yet not reported in literature. This study thus intended to evaluate empirically the impact of OST, GEE and BFPM on the CD of protégés in the recognized and well reputed Madrassas in Punjab province of Pakistan. It was further necessary as in Pakistan no exclusive initiatives for CD of protégés in Madrassas are undertaken.

Problem Statement and Significance

(Alam, 2006) and (Sikand, 2001) reported that protégés of Madrassas in Pakistan were experiencing OST. This fact is expected to be a barrier to their CD. How OST together with GEE and BFPM in the Madrassas shape the CD of protégés is not elaborated in the literature. An empirical study to confirm the interplay of these variables was thus essential. The findings of this study would help the Madrassas improve their approach towards the CD of protégés. Further it will support government and educators develop a better career development programs for the protégés of Madrasas in future. In addition it will invite future research towards further research on subject.

Literature Review and Model Development

Greenhaus et al. (2000) and (Bodla, Afza, & Danish, 2015) described CD as a process involving numerous stages and each stage is comprised of different situations. Herr (2001) explained that with changing times the CD process has become more complicated. Osipow (2012) elucidated CD as a concept established during the nineteenth and twentieth century related to individual's career choice. Schultze, George, Miller, & Carol (2004) discussed the significance of existential implication in CD taking a case study regarding its application, and connecting it to lifelong benefits. Giles, Melanie, West, & Michael, (1995) found that employees wanted greater control over their CD while organizations were chasing the completion of CD programs at an exceptional speed. However, employees are reluctant and showed hesitation in assuming more responsibility regarding their CD, this situation shows general satisfaction of employees towards the CD programs currently operating in different organizations. This entire literature on CD discusses it from organizational and their employee point of view. In observation of this study CD is not just an organizational issue rather it is way beyond it a social challenge now for example that for protégés of Madrassas under discussion. The literature requires empirical findings for its updation on this subject with reference to Madrassas. It is significant as neglecting Madrassas had led world into an infinite loop of terrorism and extremism. It is thus necessary to address CD of Madrassas' protégés with its associated variables that its current literature does not elucidate.

The OST is a factual happening at all social level and related to an individual's perception of being ignored by other people (Basso, 1972; Ferris, et.al, 2008; Williams, 2001, 2007, 2009). OST is more of a psychological treatment which focuses upon individuals whom society considers a threat such as protégés in Madrassas. Targets of OST often report low on power, self respect, and disposition. Further they exhibit negative behaviors on rejection from society (Jones et al., 2009; Williams, 2007). Extremes could be in form of aggression (Buckley, Winkel, & Leary, 2004; Twenge, Baumeister, Tice, & Stucke, 2001), foolish perilous plunges and detrimental sabotage (Twenge, Catanese, & Baumeister, 2002). Nansel et al. (2001) explained that OST has such perilous effects that cannot be seen but are deeply felt psychologically as they affect the soul and personality of the ostracized subject. Once ostracized and socially isolated individual first recoil in pain, then recognize and react to their social environments differently, leading them to understand and concentrate on specific information that may help them fight over and over again and may be enable their state of segregation (Williams, 2005). This study developed interest in verifying if OST was really leading the protégés in the recognized Madrasas in the Punjab province of Pakistan towards negative choices instead of positive CD. If yes how it affects them? Or otherwise how BFPM and GEE rationalize their approach CD?

Robinson et al. (2013) confirmed that OST leads individuals to exhibit negative behaviors. Individuals being ostracized exhaust their emotional reserves and when they consume their energies on regaining the core activities, they suffer. This in turn let their job performance suffer as well (Hobfoll, 1989). Ostracized persons are thus usually removed from social side of a group. Contrary to these views Brent (2015) reported that as some person is facing OST it is possible that such isolated societal behavior altered his or her personality in a positive manner that subsequently impacts his CD positively. The following hypotheses are thus derived by the study based on Brent (2015) view:

- H1: OST has a positive impact on BFPM of protégés of Madrasas.
- H3: OST has a positive on CDs of protégés in Madrasas.
- H6: OST has an indirect positive effect on CD under mediation of BFPM.

This study identified GEE as the second vital predictor of CD that was made incumbent on Madrassas by government of Pakistan in early 2000s for mitigating the OST and backwardness. Abu-Rabia-Queeder (2008) explained that GEE referred to an individual's civilized behavior through learning and working on relationships, to nurture integrity and social responsibility, which is an important factor for protégés CD as well. Kant (1966) described that analytical thinking is the result of individual's best use of mental power. Shirazi (2008) further explained that GEE facilitated personalities with advanced and improved learning that also helped them in getting better job opportunities. The CD of an individual is largely dependent upon his learning and skills. Seibert et al., (2001) reported that learning was positively related to CD. Individuals needed to be creative, have a CD strategy in mind and should get appropriate GEE to progress in the profession. While a lot of work has been undertaken on GEE in Madrassas literature on GEE, BFPM and CD yet discusses them as separate issues while as per observation of this study they are interrelated. Considering BFPM as a mediating variable this study hypothesized as under:

- H2: GEE has a positive impact on BFPM of protégés of Madrasas.
- H5: GEE has a positive impact on CD of protégés of Madrasas.
- H7: GEE has an indirect positive effect on CD under mediation of BFPM.

Angler (2009) defined personality as a set of "combination of emotional, attitudinal, and behavioral response patterns of an individual". The BFPM presented a wide range of personality traits under the five main factors of personality, namely extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness (McCrae & Costa, 1987). (Guthrie, James, Coate, &

Charles, 1988) Discussed and used instrumentation given in the "Big Five" theoretical construction, their research empirically observes the personality as a forecaster of the CD. Madrassas protégés exhibited similar personality attributes as result of living together in an environment for 7-8 years. The individual's personality has been agreed to belong to one of the five main influencing attributes, i.e. Extraversion, conscientiousness, Neuroticism, Openness and Agreeableness (Soto & John, 2009). These researchers inspected the effect of childhood social maladjustment on mental development, differences in a family environment and early mental and intellectual ability. They revealed that social maladjustment was strongly connected with success and failure in the CD (Silles, 2010). BFPM being an instinctive part of the personality are significant in understanding the impact of other variables on CD. However, the study identified that role of personality as mediator between GEE and CD is yet required to be confirmed. Various other studies showed a relationship between OST and personality with negative attitudes like backing out (Robinson & O'Reily, 2013), less in role attitudes (Ferris et al., 2008; Kerr et al., 2008; Robinson & O'Reily, 2013; Wu, Wei & Hui, 2011) and less extra role attitudes (Ferris et al., 2008; Robinson & O'Reily &, 2013). Such literature enabled this study formulate the hypothesis as:

H4: BFPM has a positive impact on CD.

Model of Study

After focusing on above mentioned and discussed research studies it is evident that CD is extremely important variable in any individual's life. Exploring the impact of OST and GEE on CD while considering BFPM as mediating variable for protégés of recognized and well reputed Madrassas in a Pakistan is thus a need. Figure 1 ahead exhibits the association among these variables as perceived and hypothesized by this study. Based on the preliminary survey and empirical findings conducted for mentioning Figure 1 portrays the underlying relationship between OST with CD as supported by Robinson et al., (2013) and that between GEE with CD under mediation of BFPM as indicated by Kerr et al., (2008).

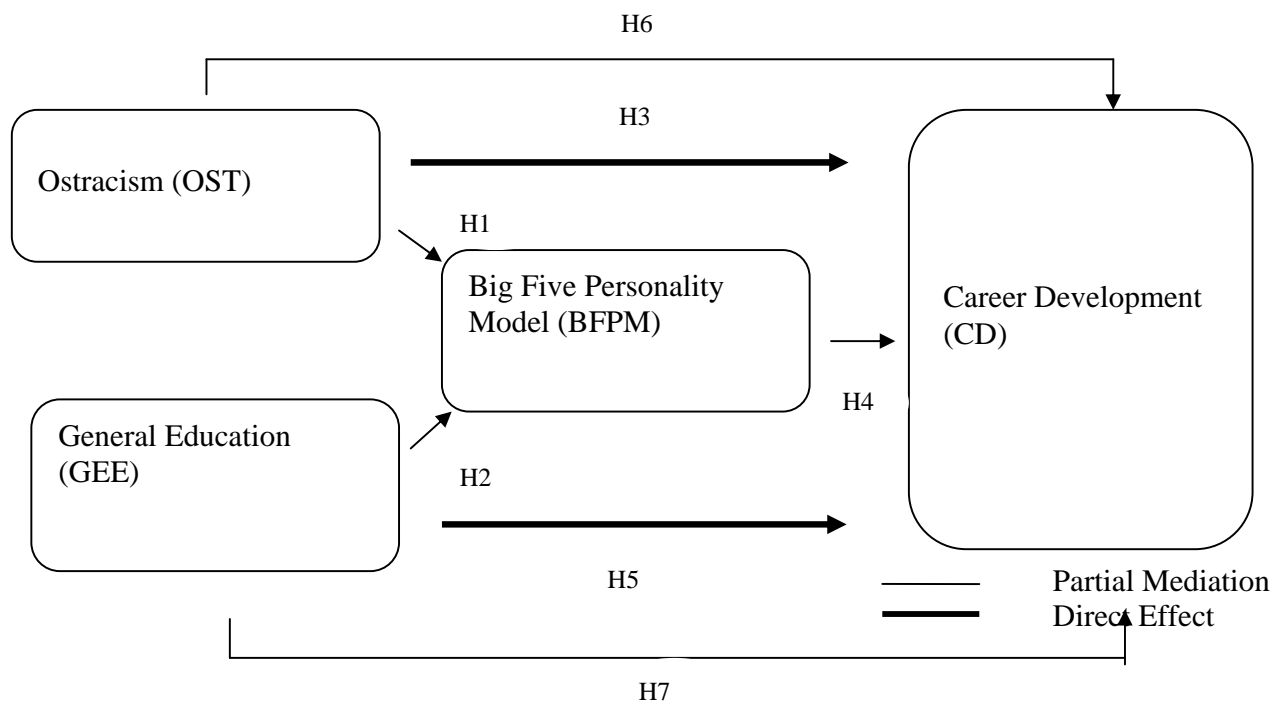


Figure 1 Relationship between OST with CD

Methodology

This non-contrived and relational study was conducted during September 2013 to November 2014. The study selected Madrassas' protégés in last year of Aalim or Mufti degree programs as respondents. The sample selected through simple random sampling technique consisted of 280 respondents drawn from a population of 1050. It used a self administered questionnaire designed on a 5 point Likert scale with a range of strongly disagree to strongly agree. Valid and reliable instruments were adopted and customized for the study. Judge et al. (2002) described that out of the Big Five personality attributes four were influential for job satisfaction and these four attributes will be the part of this study. GEE has been included to improve the chances of mainstream careers for Madrassas graduates. Stephens and Ot-taway (2002) gave the name of restructuring of education in Muslim nations as "predominantly secular activity". GEE in the curriculum would act as a counteractive towards fundamental views. For data analysis Pearson's correlation, multi linear regression and Sobel test were used.

1. The OST was measured using an instrument devised by Ferris et al., (2008).
2. The BFPM was measured using Big Five Inventory devised by John et al., (1991).
3. The CD was measured using the instruments by Soer (2009).
4. The study devised and tested the instrument for GEE. Reliability of the instrument was confirmed using Cronbach alpha with the value of 0.875.

Results

Descriptive Statistics

Table 1 Mean and Standard Deviation

	Mean	Std. Deviation
BFPM	3.3700	.33648
OST	2.5364	1.01523
CD	3.6483	.55583
GEE	3.8100	.50284

Table 2 Frequency Distribution

	Frequency		Percentage	
	Age	15-25	191	71%
	26-35	78	29%	
Course	Aalim Degree	239	88.8%	
	Mufti Degree	30	11.2%	
Language	English	98	36.4%	
	Urdu	171	63.6%	
Sect	Deobandi	126	46.8%	
	Barelvi	62	23%	
	Ahle –Hadees	41	15.2%	
	Shia	40	14.9%	

Table 1 exhibits the means and standard deviations of the constructs GEE, OST, CD and BFPM. The mean value for BFPM is 3.370. The mean score of respondents for OST is 2.536 and standard deviation is 1.015 showing that most of the respondents did not stay closer to mean score. This depicts that protégés who felt ostracized were less than the average sample size. The mean

value for the variable CD is 3.6483, which shows that according 70%+ protégés of Madrassas their CD was important and must be well thought-out by the concerned authorities. The mean value for GEE is 3.8100 which shows that GEE is important for protégés' CD.

Frequency Distribution

Table 2 shows the frequency analysis for demographic variables. The results show that majority of protégés were between the ages of 15-25 (71%) and studying to become Aalims (88.8%). The protégés were more comfortable with teaching in Urdu language (66.6%). Deobandi sect Madrassas has the largest number of student ratio (46.8%).

Pearson Correlation

Table 3 Correlations

Variables		OST	GEE	BFPM	CD
OST	Pearson Correlation	1			
GEE	Pearson Correlation	.027	1		
BFPM	Pearson Correlation	.416**	.114	1	
CD	Pearson Correlation	.348**	.256**	.425**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the correlations among the constructs which are based upon the person correlation presented by (Pearson, 1880). According to the table BFPM is statistically significant at 42% with OST showing moderate positive correlation; further, this result concludes that, higher values of OST are associated or related to the greater change in BFPM, and we could similarly deduce same results for CD which is 34% statistically significant with OST, 26% with GEE and 43% with BFPM. While the GEE is statistically insignificant with OST and BFPM, which shows that higher values of GEE are not associated or related to the change in OST and BFPM. These findings helped this study substantiate its hypotheses H1, H3, H4 and H6 and reject the others. However it verified the regression test prior finalizing these findings.

Regression Analysis

Table 4 Model Summary

Model	R	R Square	Adjusted R Square
1	.428 ^a	.184	.177

a. Predictors: (Constant), GEE, OST

Table 4 analyzes the relationship of BFPM as dependent variable with OST and GEE as an independent variable. The value of $R=0.428$ depicts a strong positive relationship between the overall model. Further the value of R square is 0.184 which indicates that 18.4 % total variation in dependent variable can be explained by the independent variable. Table 5 shows (F value = 29.898 and $p < 0.05$) that implies an overall model is statistically significant which means that independent variable caused changes in the dependent variable. Table 6 shows the un-standardized coefficient for OST which is 0.137 for predicting BFPM; it means that OST could change the values in BFPM by 0.137 numbers of times, further the sig for this relationship is less than 0.05 so we could conclude that this relationship is statistically significant, while the un-standardized coefficient for GEE is 0.069 for predicting BFPM; it means that GEE could change the values in BFPM by 0.069 numbers

of times, but the sig for this relationship is greater than 0.05 so we could conclude that this relationship is not statistically significant, that's why we need to reject our hypothesis number 2.

Table 5 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.569	2	2.784	29.898	.000 ^a
	Residual	24.773	266	.093		
	Total	30.342	268			

a. Predictors: (Constant), GEE, OST

b. Dependent Variable: BFPM

Table 6 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.760	.149		18.551	.000
	OST	.137	.018	.413	7.452	.000
	GEE	.069	.037	.103	1.863	.064

a. Dependent Variable: BFPM

Table 7 Model Summary

Model	R	R Square	Adjusted R Square
1	.465 ^a	.216	.210

Table 8 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.900	2	8.950	36.684	.000 ^a
	Residual	64.898	266	.244		
	Total	82.798	268			

a. Predictors: (Constant), BFPM, OST

b. Dependent Variable: CD

Table 9 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.472	.309		4.770	.000
	OST	.113	.033	.207	3.464	.001
	BFPM	.560	.099	.339	5.684	.000

a. Dependent Variable: CD

Table 7 analyzes the relationship Of CD as dependent variable with OST and BFPM as an independent variable. The value of R=0.465 depicts a strong positive relationship between the overall model. Further the value of R square is 0.216 which indicates that 21.6 % total variation in dependent variable can be explained by the independent variable. Table 8 shows (F value = 36.684

and $p < 0.05$) that implies an overall model is statistically significant which means that independent variable OST and BFPM caused changes in the dependent variable which is a CD. Table 9 shows the un-standardized coefficient for OST which is 0.113 for predicting CD; it means that OST could change the values in BFPM by 0.113 numbers of times, further the sig for this relationship is less than 0.05 so we could conclude that this relationship is statistically significant, while the un-standardized coefficient for BFPM is 0.560 for predicting CD; it means that BFPM could change the values in CD by 0.560 numbers of times and the sig for this relationship is less than 0.05 showing significant relationship.

Table 10 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.425(a)	.181	.178	.50401

a Predictors: (Constant), BFPM

Table 11 ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.973	1	14.973	58.943	.000(a)
	Residual	67.825	267	.254		
	Total	82.798	268			

a Predictors: (Constant), BFPM

b Dependent Variable: CD

Table 12 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.281	.310		4.134	.000
	BFPM	.702	.091	.425	7.677	.000

a Dependent Variable: CD

Table 10 analyzes the relationship Of CD as the dependent variable with BFPM as an independent variable. The value of $R=0.425$ depicts a strong positive relationship between the overall model. Further the value of R square is 0.181 which indicates that 18.1 % total variation in the dependent variable can be explained by the independent variable. Table 11 shows (F value = 58.943 and $p < 0.05$) that implies an overall model is statistically significant which means that independent variable BFPM caused changes in the dependent variable which is a CD. Table 12 shows the un-standardized coefficient for BFPM which is 0.702 for predicting CD; it means that BFPM could change the values in CD by 0.702 numbers of times and the sig for this relationship is less than 0.05 showing significant relationship

Table 13 Model Summary

Model	R	R Square	Adjusted R Square
1	.474 ^a	.225	.219

a. Predictors: (Constant), BFPM, GEE

Table 14 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.596	2	9.298	38.523	.000 ^a
	Residual	64.202	266	.241		
	Total	82.798	268			

a. Predictors: (Constant), BFPM, GEE

b. Dependent Variable: CD

Table 15 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.528	.359		1.471	.142
	GEE	.233	.060	.211	3.874	.000
	BFPM	.663	.090	.401	7.381	.000

a. Dependent Variable: CD

Table 13 analyzes the relationship Of CD as dependent variable with GEE and BFPM as an independent variable. The value of $R=0.474$ depicts a strong positive relationship between the overall model. Further the value of R square is 0.225 which indicates that 22.5 % total variation in dependent variable can be explained by the independent variable. Table 14 shows (F value = 38.523 and $p < 0.05$) that implies an overall model is statistically significant which means that independent variable GEE and BFPM caused changes in the dependent variable which is a CD. Table 15 shows the un-standardized coefficient for GEE, which is 0.233 for predicting CD; it means that GEE could change the values in CD by 0.233 numbers of times. Further, the sig for this relationship is less than 0.05 so we could conclude that this relationship is statistically significant, while the un-standardized coefficient for BFPM is 0.663 for predicting CD; it means that BFPM could change the values in CD by 0.663 numbers of times and the significance for this relationship is less than 0.05 showing significant relationship. Thus personality has a much greater magnitude in determining CD of any protégés in the Madrassas.

SOBEL TEST

Table 16 Mediation of BFPM between OST and CD

Sobel test statistic:	4.39963974
One-tailed probability:	0.00000542
Two-tailed probability:	0.00001084

Following the basic approach for testing empirical evidences of mediation was presented by (Sobel, 1982), Table 16 indicates that the model can be statistically substantiated ($P < .00001$). Results reported that BFPM is positively and highly significantly mediated between OST and CD. Aforementioned findings substantiated H6 as the partial mediation of BFPM existed between OST and CD. These results indicate that the OST have significant impact on BFPM of protégés of Madrassas, which is highly influential in directing the aspect of their CD, while it has also been

evident from the results that OST also have direct but the partial impact on the CD aspect of protégés of Madrasas.

Table 17 Mediation of BFPM between GEE and CD

Sobel test statistic:	0.68645314
One-tailed probability:	0.24621370
Two-tailed probability:	0.49242740

Results reported in Table 17 shows that BFPM is not significantly mediated between GEE and CD. Therefore, the current study has to reject its H7. This result suggests that introducing GEE in the course curriculum of Madrasas does not have a significant impact on the personality aspect of their protégés resulting in an unchanged CD. Though this seems strange but it is realistic for the fact the environment in Madrasas is not pro GEE rather it happens pro Islamic subjects. Further personalities of most protégés happens pro religious subjects instead of GEE. As GEE has just been introduced it is phenomenal that protégés will realize its importance with the passage of time. A similar study after 10 years might find different for these variables.

Discussion and Conclusion

Based on findings and results the study concluded that OST plays as a significant positive determinant of personality and CD in the Madrasas. On the other hand GEE which had been introduced to mitigate the effect of OST on CD of protégés has yet not become a strong determinant of these variables. GEE however helps in extending the learning and growth opportunities for protégés in Madrasas which they yet do not recognize for being skewed towards Islamic subjects. OST in society against Madrasas has thus raised a consciousness among their protégés to strive towards positive and acceptable CD in their life.

It is important to understand that most of the Madrasas in Pakistan are still an appealing choice of majority of parents for their children due to economy, religious bias and social standards. Instead of ostracizing the recognized Madrasas could be utilized as productive educational institutions by the government for developing nation. Bano (2010) opinionated that introducing GEE in curricula of Madrasas in Pakistan was a step for the mentioned purpose. This study although discovered that GEE is yet playing lesser than OST, but logically it agrees with Bani (2010) that protégés of Madrasas must be taught GEE for broadening their vision. Hassi (2012) contributed that Islam focuses upon the practical wisdom rather than theoretical knowledge. He added that learning procedures from the Islamic tradition are extremely important and could provide valuable insight and information regarding personality development and CD. Although protégés in selected sample of this study reported GEE less effective in their CD, but the study felt their bias towards Islamic subjects during interaction. Nevertheless statistically the relevant hypotheses was rejected, this study qualitatively considers the action of government of imposing GEE on protégés a wise step and strongly recommends its maintenance.

Alam (2005) and Jhingran (2006) also forecasted that providing scientific education in Madrasas by introducing GEE in addition to core religious education could raise their students as more aware citizens with knowledge of modern as well as religious education. This study assumed a positive relationship between GEE and BFPM which could not be proven statistically. This study still agrees with Alam (2005) and Jhingran (2006) that GEE must be continued nevertheless protégées have reported its insignificance to this study for being biased towards religious subjects.

Indeed statistical findings are not panacea. Qualitative and observational learning of this study provided it the confidence to recommend continuity of GEE in Madrassas.

The OST is positively and significantly related to BFPM as proposed by the study. The positive association between OST and BFPM can be referred to the fact that ostracized individual tries to improve their behavior so that s/he could to be accepted by society (Williams, 2009). Hence the majority of ostracized individuals seek short period of OST as they start to self reforming. The results of this study remained in line with what Williams (2009) and Brent (2015) reported for different contexts. This study hypothesized a positive association between OST and CD which it substantiated statistically. Does it mean we should keep protégés in Madrassas ostracized? Indeed no. Rather this study recommends supporting them through effective and frequent training programs for these protégés so they could be able to channel their energies for the development of their BFPM and CD instead of feeling ostracized. It is important because this study was limited to 4 recognized and well reputed Madrassas where environment must have persuaded protégés to drive towards positive CD and BFPM for averting probability of accruing OST. The extremism and terrorism that protégés of unrecognized and inaccessible Madrassas commit is evidence that OST has its certain negative effects. It was limit of this study that the researchers could not be allowed to jeopardize themselves approaching such Madrassas, otherwise statistical figures could have been different for those. Acknowledging such limitation this study clarifies that despite it received a positive role of OST on recognized Madrassas, keeping them ostracized is not recommended as it can turn the personality towards negative choices any time.

BFPM and CD are further confirmed to be positively and significantly associated. The study submits that it is a need of time to introduce personality development programs in Madrassas for protégés according to the current market and societal needs. BFPM partially mediates the relationship between OST and CD. Chen and Williams (2007) showed that the effects of individual characteristics do not change with full OST but with partial OST. Partial mediation was realistic finding because not the entire society excluded protégés of good Madrassas (partial OST). Such finding was akin to what Jones et al. (2009) reported that the partial mediation was more probable within the work environment. In findings of our study BFPM did not mediate the relationship between GEE and CD yet as most personalities of the subjects were pro Islamic subjects and disliked GEE considering it an additional burden on them. This study learnt that although it could not prove its assumed association among BFPM, GEE and CD, but this was in fact another limit of that this study faced due to bias among subjects against GEE. GEE in its nature and utility is indeed an extremely important subject and its inclusion was a right decision of the government. It is fact that the protégés were yet immature enough to realize its significance and value. The study invites future researchers to explore these variables in unrecognized Madrassas where conditions permit. Such investigation is expected to yield variability in findings that is recommended to be confirmed empirical where circumstances permit.

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