TECHNOLOGY AS A CATALYST FOR CHANGE: BUSINESS COMMUNICATION FACULTY TECHNOLOGY READINESS IN URBAN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The goal of this study was to determine how technologically prepared business communication teachers were at higher education institutions in urban setting of Pakistan. A qualitative design guided the study. The study discusses the level of business communication teachers' technology preparedness and identifies opportunities for development in terms of helping them successfully use it into their teaching methods. Data was collected via semi-structured interview protocol. The interviews were administered online using Google Meet. Meet Transcript was employed to provide automatic transcription. Nineteen business communication teachers were interviewed, and Nvivo 10 was used to analyze the data. The results indicated that almost every business communication teacher is using traditional classroom technology tools to some extent; however the majority of them disapproved of social media as a teaching tool. Academic integrity, a lack of funding, technical staff, and paper-based assessment systems were all significant issues. The study's findings contributed to the existing literature on technology readiness and highlighted the need to address the concerns of business communication teachers regarding technology integration, especially in terms of social media use and assessment systems. The findings suggest that further training and support for teachers are essential to enable them to become technologically advanced in their profession.

Keywords: *Business communication, technology readiness, higher education, teacher's attitude, Covid-19.*

1. INTRODUCTION

1.1 Language Teaching and Technology Integration

The use of technology in language teaching dates back to the 1960s with the introduction of the Audio-Lingual Method (ALM), followed by Communicative Language Teaching (CLT) in the 1970s, and e-learning and

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flipped learning in the 21st century. With the ever-increasing rate of technological innovation, it has almost been very difficult for all stakeholders (i.e., policymakers, administrators, teachers, and learners) to decide which technology or technology-based methodology is the best. Bingimilas (2009) claimed that the reason for slow integration is the reluctance of teachers, a lack of resource availability, a lack of competency in the use of technology, and above all, the teachers' attitudes towards the use of technology in the classrooms.

Narrowing the lens to English for Specific Purposes (ESP) from English Language Teaching (ELT), in contemporary education, technology for the purposes of learning and teaching in ESP has become a matter of debate. One of the first to notice the advantages of technological applications in the domain of language learning and acquisition were the teachers of English (Torut, 2000). However, due to several different reasons, the integration of new technology-based learning in instruction (in the EFL or ESL context) has been either slow or faced with inhibition by many teachers of ESP. The reasons include inadequate computer literacy, contentedness that technology alone cannot assist in educational success, inadequate awareness, and more comfort with the text environment (Dogoriti&Pange 2012). Similarly, Qureshi et al. (2012) mentioned that language, personal interaction, technical assistance, computer access, and privacy issues are the common factors that hinder the integration of technology in Pakistan.

1.2 Education Technology and Business Communication

The integration of technology in education has become increasingly important in today's digital age, particularly in the field of business communication. Technology has revolutionized the way business communication is taught, allowing teachers to deliver their lessons in an interactive and multimedia format. However, the successful implementation of technology in education requires teachers to be ready and willing to adopt new teaching methods and tools. Effectiveness of technology integration in education depends on the level of readiness of the teachers (Chen & Lu, 2021). Business Communication (BC) is a course that is taught primarily at the sophomore and junior levels at all service-based studies in most of the business colleges in the US (Wardrope, 2002). Similarly, as per the Higher Education Commission (HEC) Pakistan prescribed curriculum guide (2012), business communication is one of the core courses in the "Curriculum of Business Administration for BBA, BBS, MBA, and MS'. Swenson (1980) reported that while teaching BC, "there should be much less emphasis upon lecture, whereas small-group discussion and student presentations should be

increased." (p42) In Pakistan, BC courses are offered with a variety of titles, for instance, Business and Electronic Communication, Technical Writing, "Professional Communication, Persuasive and Analytical Writing," etc.In fact, teachers of business communication are expected to be prepared since graduates face most the professional communication using the latest technology channels such as email, chatbot etc. However, many business communication teachers are not fully trained to meet the market needs of the graduate (Kumar & Sundaram, 2020).Lack of training of latest technological tools, outdated and insufficient resources, and lack of motivation of self-development have been reported to be the major contributors in low level of technology integration. To address these challenges, it is essential to provide teachers with the necessary training and resources to effectively integrate technology into their teaching strategies (Kim & Lee, 2020). Moreover, it is important to emphasize the benefits of technology integration in business communication education to encourage teachers to be more willing to adopt new teaching methods. For example, technology can facilitate communication between students and teachers, enhance collaboration and feedback, and provide access to a wealth of instructional resources, including online databases, multimedia tools, and interactive learning software. In today's global market, professionals are not only expected to have good communicative competence in order to effectively interact and deal with people having distinct linguistic backgrounds and different geographical locations, but also the adequate mastery to incorporate business communication through technology. To encapsulate, the quality of both the technology and human resources will soon become a matter of competition in the future between countries and companies (Pratt & Cakula, 2021).According to a recent study by Al-Fudail and Mellar (2021), there is a growing need for business communication teachers to integrate technology into their classrooms. The study found that students prefer technology-enhanced learning and perceive it to be more engaging and effective than traditional methods. Additionally, technology can provide opportunities for real-time feedback and personalized learning experiences. However, the study also found that many business communication teachers were hesitant to use technology due to a lack of training and support. As technology continues to advance, it is crucial for business communication teachers to be prepared and willing to incorporate it into their teaching practices.

Having discussed this with experts in communication technologies, O'Brien (2020) predicted that in the not-so-distant future, some form of AI (artificial intelligence) will replace half of the jobs. The Business Communication (BC) course has strong implications for the professional life of a graduate. Since

students are expected to experience real business situations and interact with business people in their professional careers, BC courses open a gateway for students to enhance their communication skills and to learn communication techniques that are vital for their professional excellence (Blewitt et al., 2018). The importance of BC is acknowledged right at the beginning of the recruiting process. During short listing for a job interview, employers look for proof of digital skills, English language proficiency, and soft skills required for business in candidates (Kleckner & Butz, 2022).

Lately, in business communication, the application of technology has become inevitable (Kilgus et al., 2016; Novakovich et al., 2017; Anders, 2018; Aritz et al., 2018; Melton et al., 2018; Carradini, 2019). Sapkota and Putten (2018) explored the view of teachers towards social media in business communication courses; the findings indicated that for the majority of teachers in business communication, social media did not belong to the business communication curriculum in spite of its importance. However, the researchers recommended focusing on including social media side by side with emerging technologies in BC courses. Similarly, Knight (2017), in his research, suggested the need to give more attention to the inclusion of social media. Moshiri and Cardon (2020), in their study, encapsulated the role of technology in the course of business communication. Today's business environment is heavily embedded with the latest technology. This surely complements an evolving workplace since presentations at work have taken on forms that are increasingly diverse. Whereas in BC, there is relatively little coverage of online meetings or video conferencing, team messaging and collaboration through platforms like Microsoft Teams and Slack, professional social networking through platforms likes LinkedIn, and public social media.

1.3 Teachers' Technology Readiness

Teachers' technology readiness is an important factor in the successful integration of technology into their teaching practices. Technology readiness refers to the extent to which individuals are prepared to use and adopt new technologies (Venkatesh et al., 2003). Teachers' technology readiness, encompassing knowledge, skills, and attitudes, is crucial for successful technology integration in teaching (Chen & Chen, 2018; Venkatesh et al., 2003). High technology readiness can lead to positive attitudes and greater technology use in teaching (Chai et al., 2011; Matheri & Kiggundu, 2019), while factors such as age and experience can influence readiness (Kim et al., 2019). Professional development, training, and peer support can enhance technology readiness (Maduekwe&Agbaeze, 2020), benefiting both teachers and students in a technology-driven world.

1.4 Impact of COVID-19 on Teachers' Technology Integration Preparedness

The COVID-19 pandemic necessitated the adoption of remote and hybrid learning models, exposing gaps in teachers' technology integration preparedness (Raman et al., 2021). Teachers' preparedness for technology integration varied depending on their experience and institutional support. Those who were better prepared had positive attitudes towards technology and provided more effective instruction. The pandemic increased demand for digital communication tools and highlighted the importance of teachers' training and support (CSIF, 2020). While challenging, the pandemic presented opportunities for business communication teachers to explore new teaching strategies and incorporate technology in innovative ways, such as facilitating virtual group work and presentations. The pandemic underscores the importance of technology integration in business communication education and the need for teachers to adapt to new methods and technologies.

1.5 Higher Education

With reference to technology integration at higher educational institutions, the Higher Education Commission (HEC) Pakistan (2005–2010) stated in its manual that "technology should be capable of developing an atmosphere conducive to teaching, learning, and research; capacity building and training of faculty, students, and staff is imperative to train them for effective use of library and instructional technology" (p. 38). Recently, the National Qualifications Framework of Pakistan (2015) put emphasis on using advanced technology resources and made it mandatory as an essential learning outcome.

1.6 Rationale of the Study

Despite the widespread recognition of the importance of technology integration in higher education, there is a gap in the literature on the readiness of business communication teachers to use technology in their teaching practices. While some teachers have embraced technology, others may still be hesitant or unprepared to incorporate it into their classrooms. The lack of technology readiness among teachers can lead to suboptimal learning outcomes for students and hinder their ability to succeed in an increasingly digital world. Moreover, the COVID-19 pandemic has created a sense of urgency for teachers to integrate technology into their teaching practices as remote and hybrid learning models have become more prevalent. Therefore, it is important to investigate the factors that contribute to or inhibit technology

readiness among business communication teachers as well as identify strategies for promoting technology integration in the classroom.

The purpose of this study is to examine the readiness of Business Communication in English teachers about their use of technology at higher educational institutions in Pakistan. Although there is evidence about the readiness of teachers of English to use technology, there is limited published data that suggests the readiness of business communication teachers in English to use technology in Pakistan. In order to get the maximum benefit of the latest technology tools and to implement technology integration effectively in BC courses, teachers' readiness towards technology integration and the factors influencing them in BC courses must be obtained. This will help policymakers, administrators, and teachers in higher education plan strategically for technology integration.

1.7 Research Questions

The following were the research questions that guided the study:

1. What are the current technology tools used by Business Communication teachers at higher educational institutions?
2. To what extent Business communication teachers are prepared to use technology at higher educational institutions in an urban setting?
3. How COVID-19 has impacted Business Communication teachers' use of technology in teaching Business Communication course?

2. METHODOLOGY

2.1 Research Design

This study employed a basic qualitative approach to investigate the readiness of business communication teachers to integrate technology into their teaching practices. This approach was chosen due to the small population size of approximately 50 business communication teachers at HEC-recognized institutions in the study area. Basic qualitative research is characterized by an exploratory, inductive approach that emphasizes the collection and analysis of rich, detailed data through semi-structured interviews (Merriam, 2009).Merriam (2009) presented different elements of design when describing the methodology of qualitative research. They are: (a) introduce the research problem and purpose, followed by the research questions; (b) design of the study; (c) sampling selection strategy; (d) data collection and data analysis; (e) validity and reliability; (f) research assumptions; and (g) translation issues. This study did not utilize translation issues because it collected data from semi-structured interviews conducted in English.

2.2 Participants and Setting

The population under investigation was business communication in English teachers of higher education institutions in an urban setting in Sindh, Pakistan. According to the HEC (2021) recognized universities list, there were 48 higher educational institutions listed in the research study area of Karachi city. The population was relatively small since the numbers of teachers teaching business communication in English courses were limited. 19 participants were included in the sample, chosen as a representative sample using purposive sampling strategies. Purposeful sampling provided rich information for an in-depth inquiry of the phenomenon (Bloomberg & Volpe, 2019). The research participants were chosen based on the criterion that they had been engaged in teaching BC in English for at least two semesters at the time of data collection.

2.3 Data Collection

The data collection method was based on one of the primary data collections: in-depth interviews. Data was collected using direct interviews with the participants. Having experienced the pandemic, COVID-19, online live video or audio-based discussion was an acceptable mode of data collection to gain a deeper understanding of one's perceptions and experiences about the phenomenon; interviews with open-ended questions were conducted using the virtual meeting platform, Google Meet (Bloomberg & Volpe, 2019).

Since the interview protocol was developed by the researcher after a thorough literature review, the researcher ensured its validity by gaining expert validation. To do so, two experts from the fields were invited to review the semi-structured protocol. These experts possessed the relevant knowledge and expertise in the area under investigation and provided feedback on the interview protocol's effectiveness in eliciting the information needed to address the research questions and objectives. Before the actual process of data collection, a pilot study was conducted to assess the validity of the interview questions that were developed for this study and to ensure that the interview process provided sufficient details on the transition process that each participant experienced. The pilot study was completed to ensure that questions focused on the specific theories and did not address other issues or topics (Yin, 2003a). The pilot study consisted of three interviews that served to test the questions and methodology to see what might need to be changed. The three interviews used in the pilot study were appropriate, as the interviewees were experienced and had taught BC courses in English for at least 3 years, so they had knowledge of all aspects of the focus of the study.

19 BC teachers were interviewed in depth to determine their perceptions and practices of the technology used in BC courses in English, which was approximately 38% of the population in an urban setting in Sindh province. Demographic information was recorded as part of the interview. The demographic information of the participants is presented in Table 1.

Table no. 1: Demographic Aggregate

Demographic Indicator		Total Number
Gender		
	Male	11
	Female	08
Age group		
	26-30	03
	31-35	04
	36-40	05
	41-45	05
	46-50	02
Education		
	MSAL	16
	MBA (Marketing)	01
	MBA(Management)	01
	PhD Education	01
Experience		
	0-5 years	02
	6-10	04
	11-15	11
	16 and above	02

As per Table 1, out of 19 participants, 11 were male and 8 were female. With regard to age, 3 participants were between the ages of 26 and 30, 4 participants were between 31 and 35, 5 participants were between 36 and 40, 5 participants were between 41 and 45, and 2 participants were between 46 and 50. With reference to education background, 16 participants had Masters or MPhils in Applied Linguistics, 2 of them had MBAs, and 1 of them had a PhD in Education.

2.4 Data Analysis

All interviews were conducted online via Google Meet over a three-month period from August to October 2021. Interviews were automatically transcribed using a Google add-on called Meet Transcript (https://chrome.google.com/webstore/detail/meet-transcript/).

Meet Transcript facilitates automatic transcription by using Google Meet caption features. Although initial transcriptions were done via Meet

Transcript, a thorough double check was conducted by listening to the recording to avoid any discrepancies in automated transcriptions. Interviews were coded and typed in Microsoft Word, which was later transferred into NVivo 10® qualitative software to form codes and themes. NVivo 10® is a product of QSR International.

This study used Braun and Clark's (2006) six-step model for thematic analysis. The steps included:

Step 1: Familiarization with the data
Step 2: Generating initial codes
Step 3: Searching for themes
Step 4: Reviewing themes
Step 5: Defining and naming themes
Step 6: Writing the report

2.5 Ethical Considerations

Although the purpose of the study was provided to each interviewee via email, it was repeated for each interviewee at the time of the interview. Each interviewee also signed a consent form prior to the interview, and any questions the interviewee had were answered prior to the start of the interview. The confidentiality of the study was also explained to each interviewee prior to the interview. The confidentiality of participants' responses was protected throughout the research process with the use of logical coding. Each interviewee was identified solely by the participant number (Participant 1, Participant 2, Participant 3, etc.) to ensure confidentiality.

3. FINDINGS

3.1 Themes Formation

After data processing, coding, categorization, and clustering with NVivo 10® software, the organization of the responses led to major themes, as shown in figure 1. The refining of codes had to do with thematic analysis, whereby major concepts regularly discussed in participant responses were coded and grouped together. Inspection of the nodes led to the organization of sub-themes and themes based on categories, using the research questions as a guide.

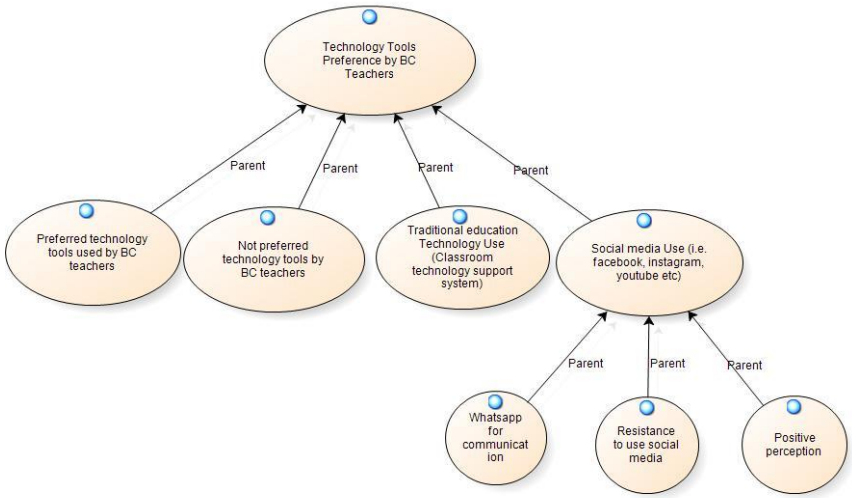

Figure 1: Technology tools preference by BC teachers

Table 2 shows themes and sub-themes that emerged from investigating technology tools currently used by BC teachers in English at higher education institutions. All 19 participants (with a total of 274 references) reported using technology in some form in their BC courses. The sub-theme "Technology Tools Preference by BC Teachers" includes preferred and non-preferred tools, traditional education technology tools, and social media use in BC courses at the tertiary level. Social media use had sub-themes of positive perception, resistance, and the use of WhatsApp for communication.

Table No. 2: Technology Tools used by Business Communication Teachers at Higher Educational Institutions.

Themes and sub-themes from responses	Number of Sources	Number of references
Technology tools Preference by BC teachers		
Technology tools preferred by BC teachers	19	274
Technology tools Not-preferred by BC teachers	15	25
Traditional Technology tools used by BC teachers	19	109
Use of Social media in BC course		
Positive perception of social-media use in BC course	9	15
Resistance to use social media use in BC course	13	17
WhatsApp for communication in BC course	7	8

3.2 Technology Tools used by BC Teachers

The following word cloud has been generated based on the frequency of technology tools used by BC teachers in English. The word cloud was generated using the NVivo 10® software. According to Figure 2, the first ten technology tools were reported to be YouTube, multimedia, Google (a search engine), LMS (learning management system), MS (Microsoft) PowerPoint, email, videos, WhatsApp, MS (Microsoft) Word, and Facebook, with a count frequency of 19, 19, 17, 17, 16, 12, 12, 11, 10 and 9 respectively.

Figure 2: Technology tools used by BC teachers

Arthurs, Drakopoulou, and Gandini (2018) found that after Google and Facebook, YouTube is the third most visited website. YouTube has become an integral part of classroom teaching in higher education (Alon & Herath, 2014; Torres-Ramírez et al., 2014; Tugrul, 2012). Integrating YouTube videos into teaching has resulted in higher student satisfaction and academic performance (Ghandforuosh & Khan, 2016; Jaffar, 2012; Koya et al., 2012; Orús et al., 2016). YouTube videos guarantee increased student engagement, critical consciousness, and accelerated deep learning (Clifton & Mann, 2011). Students believe that they learn more and are more satisfied with a course integrated with social media (Alon & Herath, 2014). Nsouli and Vlachopoulos (2021) reported that instructors use MS Word, PowerPoint, and Excel, as well as excessive internet use for e-mails, photocopy machines, printers, scanners, projectors, and smart phones for teaching. Ndilinawa, Dlodlo, and Osakwe (2017) recommend social networking sites as an alternative to LMSs.

WhatsApp and Facebook are used by BC teachers to enhance communication with students (Nsouli & Vlachopoulos, 2021). YouTube is perceived to enhance the value of classroom teaching (Manu et al., 2021). Although all BC teachers incorporate traditional technology, they are less favorable towards using social media in BC courses. However, some BC teachers advocate for the use of social media and implement it in their teaching. Countries with low technology resources use Facebook and WhatsApp groups to communicate with students (Nsouli & Vlachopoulos, 2021).

3.3 Postive Perceptions of Social Media Use

Social media benefits language courses by being widely accessible, allowing remote learning and dynamic multimedia instruction. Personalized learning experiences can be tailored to individual students, enabling collaborative learning and authentic language examples. This increases student motivation and confidence while making learning enjoyable. According to Participant 3, "YouTube and Facebook—these types of [technology] can be embedded in the classroom." The internet offers information search sites such as Google, YouTube, online news, and other online sites that can be utilized for obtaining authentic materials or references for teaching material. Sejdiu (2017) regarded the kinds of multimedia tools such as audio, video, computers, software, and internet material as effective and original tools that can assist ESL learners in achieving success. Safitri (2020) reported that the most frequently used social media to improve the English skills of students was YouTube. Participants who themselves use social media actively were found to be advocating the use of social media, like Participant 7 who said, "I believe most of them use Facebook as it is teacher friendly, and I myself use Facebook a lot." Participant 19 acknowledged, "Yes, there are so many video conferencing tools, including Facebook, and so many chatting tools that are being used by me by other teachers as well, I'm sure." Teachers who frequently use technology in their personal lives were discovered to possess advanced abilities in incorporating technology into their classroom teaching (Winter, Costello, O'Brien, & Hickey, 2021). Similarly, some participants viewed these platforms, particularly LinkedIn, as a chance to apply language usage in a real-time setting with a genuine audience. According to Acuyo (2022), higher education is unlikely to give place to programs of professional development in which social media is entirely absent; therefore, universities showing notable reluctance to the adoption of social media are suggested to start implying a Social Networking Site "lite" approach until staff has acclimatized it. Despite having apprehensions about the role of social networking sites as a teaching tool, many researchers give importance to social

networking sites in comparison with LMS on the basis of convenience in sharing documents or educational resources, learning in collaboration, increased interaction between teacher and student, ease of use, etc. (Ndilinawa, Dlodlo, &Osakwe, 2017).

3.4 Resistant to Use Social Media in Teaching BC Courses

While social media has the potential to be a valuable tool for teaching at the university level, more than half of the participants considered social media a less effective tool to teach BC courses. Many of the participants who were not in favor of social media use in the BC course were reported to be less active on social media in their personal lives as well. Although some were active users themselves, they believed that social media may not be an effective tool for instructional purposes. Other participants were rather selective in their social media use for instructional purposes; LinkedIn was a common social media that was encouraged among them for teaching the BC course. For example, Participant 18 says, "I do suggest going for LinkedIn instead of Instagram or Facebook." Social media can be a major distraction for students, and some teachers were concerned that using social media in the classroom would further distract students and make it difficult for them to focus on the material being taught. It is important to remember that the use of social media in the classroom should be based on the teacher's preferences and the students' needs, and that it should be done with consideration of the potential risks and benefits. Participant 17, having considered the written part of the BC course, commented, "I normally use Facebook for speech communication courses, [but] not for business communication courses." Participant 10: "[What] I have experienced so far are LinkedIn and blog writing; I believe they are more relevant to the objectives." Participant 18 stated, "The one that I think is appropriate is LinkedIn as social media." One of the possible reasons could be that some teachers may not have access to professional development opportunities that would help them learn how to use social media effectively in the classroom. On a similar footing to the findings, Cavus et al. (2021) agree that social networking sites were not designed for the purpose of performing educational activities; however, the usage of social networking sites within an educational context draws attention towards considering them to be incorporated into classroom teaching.

Particularly with reference to Facebook as a social media platform, some teachers expressed strong resistance to using it for instructional purposes for a variety of reasons. One of the primary concerns is privacy. Facebook is not designed as a secure platform for sharing sensitive information, which may make teachers hesitant to use it for academic

purposes. Second, Facebook is not moderated for educational content, which may result in students being exposed to inappropriate or offensive material. Third, the social nature of Facebook can also prove to be a distraction for students, taking away from the learning experience. Fourth, Facebook is not designed specifically for education, and its features and tools may not meet the needs of teachers in the classroom. Last, there may be legal concerns around using a commercial platform for educational purposes, such as data privacy and copyright issues. These factors contribute to why many teachers suggest opting for educational platforms specifically designed for instruction and learning. For example, Participant 9 stated, "I don't use Facebook for teaching purposes. It is difficult to control." Participant 13, who said, "... it could be used by individuals but could not be taken as practice of monitored activity (perhaps), [social media] not for teaching," Moreover, Participant 15 added, "To tell you the truth, for business communication, all the social media tools are not very effective." The findings of the current study correspond with those of a study conducted by Ndilinawa, Dlodlo, and Osakwe (2017), who found out that too much use of Facebook may distract students from their formal studies, affecting their academic performance.

3.5 Self-Disengagement as a Barrier

Teachers who do not use social media themselves may be less likely to incorporate it into their instruction, as they may have a lower comfort level with the platform and see it as a potential distraction. This self-disengagement can act as a barrier to using social media for instructional purposes. The findings suggest that personal use of social media is just one factor among many that can influence a teacher's decision to use it in the classroom. Other factors, such as institution policies, professional development opportunities, and the availability of educational technology resources, can also play a role. For example, Participant 1 acknowledged, "I never use Instagram in the classroom. I personally do not use social media (Facebook)." Participant 4, "[social media] not anything else, Instagram or any other thing, no, the Facebook, especially not," it was further added, "I don't use Instagram, and most of the students don't. I think Facebook is a big distraction, sorry. That's why I don't use it." Participant 6 clearly stated, "But no social media platform for instructional purposes." She supplied the reasoning. If you ask me, honestly, I'm not a very technology-savvy sort of teacher. I only used technology whenever it was required." Participant 11 added on the same footing, "No, not really. I don't use Facebook to teach business communication; personally, I am not very active, so that's why I do not use LinkedIn as well."

3.6 Attitude as an Indicator of Technology Readiness

Attitudes can be a useful indicator of a teacher's readiness to use technology in their teaching practice. In social sciences, attitudes are defined as evaluative judgments or feelings towards people, objects, or ideas that can guide our behavior, thoughts, and emotions (Eagly and Chaiken, 1993). Attitudes can be positive, negative, or neutral and can range from simple preferences to deeply held beliefs. Attitudes are shaped by a variety of factors, including personal experiences, cultural norms, social influence, and cognitive processes.

Table No. 3: Attitude of BC Teachers about using Technology in BC courses

Themes and sub-themes from responses	Number of sources	Number of references
BC teachers' attitude to update technology skills		
Positive attitude to update technology skills	17	46
Frequency to update technology	9	10
Open to learning	7	12
Need-based approach	6	6
context (external push from organization and students)	11	19
Reluctant to update technology	6	8
BC teachers technology comfort		
Comfortable with technology use	18	45
low comfort level with technology use	11	20
Approach to dealing with technical difficulties		
Reliance on external support	17	34
Self initiative (Proactive, self exploration)	7	8
Mode of acquisition of Technology skills	18	36
Formal training for using technology	16	25
Self-regulated learning	17	38
Organizational Support of technology resources	18	50

Research question number 2 was to explore the readiness of business communication teachers about the use of technology in BC courses. This question led to the formation of five major sub-themes: attitude of teachers of BC to update technology skills; perceived level of comfort in using technology in BC courses; approach to dealing with technical difficulties in technology integration in BC courses; mode of acquisition of technology skills among teachers of BC courses; and organizational support of technology resources.

3.6.1 Attitude to update Technology Skills

Participants were inquired how regularly they update their technology skills, to which 17 of them responded that they do it regularly; however, among them, some participants conditioned it to be a necessity. Only two participants were reluctant to update it regularly. Participants responses based on their reasoning to update technology led to the formation of further sub-themes of "open to learning, "need-based approach, positive attitude to updating technology, frequency to updating technology, reluctant to updating technology, and context (external push from organization).

3.6.2 Unwillingness to update Technology

It was found that despite the generally positive attitude towards technology use, there were some participants who expressed reluctance towards updating their technology skills. Specifically, three participants were noted to have a strong unwillingness to update their technology skills, citing various reasons for their hesitance. Participant 6, for example, stated, "For a teacher like me, who himself seems to be not in the least savvy with technology, I still feel reluctant to use technology in teaching." According to Ertmer and Ottenbreit-Leftwich (2010), this may be due to a lack of motivation or the perceived relevance of technology in the teaching practice. The findings align with Teo's (2009) finding that some teachers may be resistant to using technology in education, which can be attributed to a lack of knowledge and experience with technology. Similarly, Participant 19 expressed that the demotivating factor for updating technology was the pen-and-paper-based assessment used in Pakistan's pedagogical strategy. The finding corresponds to Kay (2006), who suggests that some educators may be hesitant to incorporate technology into their teaching practices due to cultural and pedagogical factors as well as a lack of support and training for technology integration. Also, Participant 13 accepted the limited use of technology by saying, "Quite honestly, I do not update very regularly." These findings suggest that even with the increasing prevalence of technology in education, there are still teachers who may resist incorporating technology into their teaching practices due to various reasons such as lack of confidence or familiarity, lack of motivation, or perceived irrelevance. It is important for educational institutions to provide adequate support and training for teachers to improve their technology skills and address their concerns and hesitance towards technology use in the classroom.

3.6.3 Open to Learning (Intrinsic Motivation)

The positive attitudes towards updating technology skills expressed by the study participants are supported by previous research on continuous learning (Ellis et al., 2020; Peltier-Rivest et al., 2021). Participant 1's quote, "If I don't know something, I can learn it and use it," is consistent with the concept of a growth mindset, which has been linked to improved performance and adaptability (Dweck, 2017). Participant 7's comment about utilizing online resources for learning "If I miss some professional opportunities, I have subscribed some YouTube channels where the foreigners are actually sharing their tutorials on new technologies. So I just watch those tutorials," aligns with previous findings that suggest self-directed learning can enhance one's knowledge and skills (El-Sayed et al., 2021). Similarly, Participant 9's statement about seeking new ways to implement technology, "I always try to find out more ways to implement technology," is consistent with the idea of innovation and creativity as critical components of continuous learning (Ellis et al., 2020). Participant 11's approach "I practice and I explore different options, different features available in it." of practicing and exploring different options also emphasizes the need for hands-on learning and experimentation to gain mastery of new technologies, which has been linked to improved learning outcomes (Yeh et al., 2021). Furthermore, Participant 14's also added, "When I see somebody using something, I would definitely inquire about it. I have this inquisitive nature, so I definitely discuss it with the other person," displayed inquisitive nature and willingness to discuss new technologies with others reflect a collaborative approach to learning, which has been shown to promote knowledge sharing and skill development (Huang et al., 2018). Participant 17's "I like to go with whatever the world is trying to do. I'm trying to catch up and …. I like to experiment it," emphasis on staying current with the latest trends in technology reflects the value of adaptability, which is essential for success in today's rapidly evolving technological landscape (Peltier-Rivest et al., 2021).

3.6.4 Need-based Approach

Four out of nineteen participants considered updating technology as per the need. They considered updating their skills only when they felt it was necessary. Participant 12's comment, "Just in case I see an opportunity where I feel a gap," about fulfilling their current needs reflects a reactive approach to learning, in which individuals learn new skills only when they perceive a gap in their current abilities. Similarly, Participant 14's statement, "If it could be helpful in my subject, then I would definitely go for it," about updating their technology skills only if it is helpful in their subject, highlights a task-specific approach to learning in which individuals learn skills relevant to their

immediate needs. Participant 4 showed low motivation toward the technology update and stated, "It's like need-based." Research indicates that adopting a proactive approach to learning can lead to improved learning outcomes and career success (Saks &Belcourt, 2006; DeFillippi& Arthur, 1994). Conversely, individuals with a fixed mindset may struggle to adapt to new technologies and lack motivation to update their skills (Gross & Lane, 2007; Dweck, 2008). However, a fixed mindset can be changed through effort and by developing a growth mindset. Moreover, the quality and perceived value of training and learning opportunities can impact an individual's motivation to learn (DeFillippi& Arthur, 1994; Saks &Belcourt, 2006). Therefore, creating a learning culture that encourages proactive learning and a growth mindset and ensuring quality training and learning opportunities is important for individuals who wish to continuously update their technology skills.

3.7 Technology cannot Replace Humans

Despite the generally positive attitudes towards technology use in education, some participants still expressed reservations about its effectiveness as a replacement for human teachers. For instance, Participant 1 stated, *"If you are going to rely completely on machine and it would give us results, but that results may not be able to judge the students capability as compared to humans."* Technology may not accurately assess students' capabilities as compared to human teachers. This sentiment was echoed by Participant 6, who believed that certain skills, such as business writing, may not necessarily require the use of technology. As explained, "*once they are writing on the papers, of course, they'll be able to transform the same skills on the emails, on the memorandums.*"

3.8 External Push

The role of an external push in technology integration for business communication teachers can be significant. The external push can come from various factors such as organizational demands, environmental effects like the recent COVID-19 pandemic, job security, and students' technology skills. The findings of a study by Naz et al. (2021) support this notion, as eight participants reported that they had been updating their technology skills due to an external push. For example, Participant 1 stated, "Before [COVID-1919], we were not very much used to it; rather, nobody was asking the university to use LMS." Similarly, Participant 11 stated, "The majority of the teachers, I think, are not very willing to use technology, but since the recent pandemic], the system has pushed them to use it, and they are using it because it's a requirement." Participant 17 also acknowledged, "We have to live with the changes that are

happening around us, and these changes will happen." It was further added, "If something is new, students are the first ones to point it out."

External pressure can act as a driving force for teachers to update their technology skills, especially in the context of business communication, where technology has become an integral part of the workplace. With reference to organization push, Participant 2 stated, "It depends upon the organization and it depends upon the institute as to how they facilitate teachers." Participant 6 said, "The president [head of the organization] encourages this because he also is a computer engineer." It was further emphasized, "Even if you don't like it or you like it, you have to follow the rules. If they force you," Participant 8 also shared its subjectivity to a specific body or organization: "How welcoming the department is, [accordingly] we have to change our strategy in terms of teaching and learning." Participant 9 emphasized, "It should be implemented by the institute." Participant 11 related it to job security and stated, "It's mandatory for them to use [technology]. If they had had any chance to run away, many of them would have definitely run away." Studies have shown that institutional demands and expectations, as well as the need to improve teaching quality and meet student expectations, can influence the integration of technology in teaching (Al-Khalifa and Al-Khalifa, 2014; Baturay and Bayram, 2016).

3.9 Level of Comfort

3.9.1 High Comfort Level

Some participants reported themselves to be well versed in technology skills. For example, Participant 3 stated, "On a scale of 0 to 10, I would say nine; I'm quite a tech-savvy individual, so I usually get along with technology." Participant 7 also expressed positivity, saying, "I'm very comfortable using technology because I believe that through technology we can integrate learning. We can teach students communication skills." Participant 12 considered technology integration an easy task and said, "I never found it a challenge." Participant 13 also stated, "I am pretty comfortable." Some participants felt that they had become more dependent on technology. Participant 15 stated, "I think I am very comfortable with that. In fact, without technology, I feel now it's very difficult [to deliver lectures]." On similar lines, participant 14 shared, "There are teachers who can't even go

3.9.2 Low Comfort Level

Low comfort level of technology use suggest high chance of facing difficulty in technology integration obstacles which may lead to low motivation in integrating technology into teaching. Out of 19 participants 8 expressed

having low comfort level of technology use. For example, Participant 6 stated, "It's probably 25 to 30%. Honestly, I'm not a very technology savvy sort of teacher. I only use technology whenever it is required." Participant 8 added, "Not every teacher is comfortable in using technology, sometimes people just resort to their handouts and they study notes." Participant 11 linked it to be rather personal use of the technology, "Personally I am not very active so that's why I do not use LinkedIn as well." Participant 12 also discouraged, "Mostly I don't allow them [students] to use cellphones in the classroom." Participant 13 also linked it to personal use, "If you don't like technology, you wouldn't use it. In my experience many teachers, have used it better than me. So I found [myself] sometimes embarrassed. It's about the interest. If you wish to be updated, you will remain update.

3.10 Mode of Acquisition of Technology Skills

This sub-theme discussed the mode of acquisition of technology skills, which is how they reached the current level of technology used. There were two major categories that emerged: through formal training and through self-regulated learning by the test and trial method.

3.10.1 Formal Training

Formal training was facilitated by the parent organization or attending an online or face-to-face formal training session. For example, participant 2 stated, "I enhanced my technological skills by attending 50 or more online webinars." Participant 3 acknowledged, "We were given complete technical support provided by our organization. There were numerous screenings, and we were told how to update assignments, upload assignments, make quizzes, embed videos in Blackboard, and all these things." Participant 7 added, "[I gained my technology skills] through professional workshops, trainings, and conferences." Participant 9 stated, "I have done a diploma in MIS and different diplomas in computer literacy, and I have worked as an IT specialist in Telenor Pakistan for a year. So I have been very engaged. I have much interest in the technology side as well, apart from my basic education." Participant 12 said, "We went through a few challenges to begin with, but then we learned very quickly; we were given some tutorial sessions from our university on using these tools as well. And we grabbed it pretty soon." Participant 11 was added. "I don't have any certificates, but we have attended in-house trainings on blackboard technology."

3.10.2 Self-regulated Learning

Over 50% of participants learned technology skills through self-regulated learning, primarily through YouTube and peer support. Participants cited watching tutorials on YouTube, surfing the web, and seeking help from colleagues and students as their primary learning methods. Some participants mentioned external pressure and organizational culture as motivating factors, while others attributed their learning to intrinsic motivation. Formal training was not a significant source of technology learning for most participants. For example, Participant 1 stated, "It all came through YouTube watching or working with people who have already had some good experience and can [use technology]. It's mostly learning from colleagues, especially in Pakistan." Participant 18 also stated, "By meeting colleagues and talking to them, I have taken my problems to them, and they have always been courteous to resolve the problems."

3.11 Organizational Support of Technology Resources

With reference to technology resources (tools) provided by the organization, all 19 participants positively acknowledge the availability of basic technology tools for the teachers i.e. computer or laptop, multimedia, internet and LMS. However, a few participants shared about the availability of advanced technology software that could facilitate their teaching process in BC course. For example, Participant 1, Participant2, Participant 6, Participant 10, Participant 17 acknowledged the access to plagiarism checking software "Turnitin". Participant 16 had access to "Grammarly and Audicity." Some participants expressed concerns about the technical support personnel as well. Participant 14 stated, "[There are] three to four people on each floor; they go around and are available for immediate technical support." Participant 15 stated about the on-demand request, "If you want some annual subscription [software], they definitely give it." On the contrary, Participant 14 stated, "When I'm doing something unusual and [the technology support is] not available, then I'll have to make my own arrangements."

3.12 Impact of Covid-19 on BC Teachers

3.12.1 Positive Prospect of COVID-19

Having faced the COVID-19 outbreak, the education sector was likely to be the most affected, particularly in developing countries, which were to face more challenges. However, unlike expected, BC teachers embraced the change positively. With regard to the positive perspective of COVID-19 in the BC course, Participants 2 stated, "This pandemic period is actually really helpful for me in terms of enhancing my technological skills… After COVID-19, I

considered myself more technologically literate." Participant 6 stated, "If there was no technology, there would be no teaching at all in these COVID-19 situations." Participant 8 stated, "I feel that using technology has made my lectures more organized, and everything is documented." Participant 10 said, "[Technology has] affected my teaching positively. There are different applications and software that I was not aware of before COVID-19." Participant 13 stated, "It has affected me in a very positive way. I have to [rely] more on technology, i.e., attendance marking, quizzes, assignments, correcting the assignments, video." Participant 13 also highlighted it as being financially positive, saying, "It has opened up extra revenue for us." Participant 16 stated, "Covid-19 has affected me big time, positively. I wasn't using technology as much." Participant 19 stated, "It has been very positively affected by COVID-19." I must say."

3.12.2 Professional Self-realization

Awareness of the goals of professional achievements contributes to the actualization of professional qualities and creates conditions for constant self-regulation and self-knowledge. To a question related to COVID-19's impact on BC course, Participant 3 stated, "Yes, a lot; this pandemic period is actually really helpful for me in terms of enhancing my technological skills." Participant 3 recommended, "If teachers are not using technology, then it is high time that they should start using technology… "It has become very imperative for the teachers to change their teaching pedagogies and adapt to this technological advancement."

3.12.3 Negative Prospect of COVID-19

Three participants had negative experiences with technology integration during the pandemic. Participant 7 noted that excessive screen time was "*stressful and impacted mental health,"* while Participant 9 missed "*face-to-face communication*," leading to reduced student interest. Participant 12 highlighted the importance of "physical presence" for effective teaching, despite facing multiple challenges with online teaching.

4. CONCLUSION AND RECOMMENDATION

The results of this qualitative study suggest that 100% teachers of BC teachers in English use technology in one form or another. However, almost 70% of participants were not in favor of using social media, especially Facebook, for teaching BC courses, while only 9 participants out of 19 viewed social media as having a positive role in BC in English. Among social media resources for teaching BC, YouTube was reported by most of the participants.

The WhatsApp application was reported to be the common platform for digital communication, primarily for disseminating information and giving instructions. Around 30% of the participants who discouraged the use of social media, i.e., Facebook, in BC courses were themselves not active users of social media. However, LinkedIn was the only social media platform favored by most of the teachers of BC English. Teachers who exhibit low levels of engagement tend to view technology as a time-consuming and burdensome activity. The findings also suggested that while teachers use technology, they often prefer to remain in their comfort zone and resist change. However, an external push from the organization or students' preparedness can motivate teachers to update their technology use. Furthermore, teachers believe that a lack of technology skills may lead to job insecurity, which makes it inevitable for them to update their technology skills.

Most of the business communication teachers are looking forward to enhancing their technology readiness. Hence, organizations should provide teachers adequate technological support, such as training programs, workshops, and access to resources. Moreover, it is advised that educational settings should offer instructors and students training programs to assist them in understanding and following clear policies and procedures that address issues relating to academic integrity. Furthermore, in order to reduce teacher strain and enable a more effective and efficient assessment system, it is advised that educational institutions look at ways to move from paper-based assessment to technology-based assessment. Lastly, undermining social media use among teachers as a teaching tool may be the result of a lack of training and support. In order to help teachers' use social media effectively in their teaching, it is advised that higher educational institutions create strategies. These strategies could include training courses and policies for using social media in the classroom.

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Family conflicts and disagreements have been seen, heard and talked about for centuries, as any two or more people in the same vicinity, sharing blood relations are bound to have different opinions on what is best for them and the others around them. This difference of opinions can be seen between any two or more people in a family dynamic regardless of what their role might be in the said family; between the parents, between a parent and their child and amongst siblings as well. This is something that we as humans do not grow out of, as the differences in opinions make our point of views unique. While these disagreements are an ever-present situation for everyone, the effect that it can have when escalated into a conflict, on a young adult can be very difficult to navigate with all of the other stressors that their environment can present them with.

During young adulthood, a person starts to grow into themselves. They start to make their own decisions, become their own person, choose their own interests and pursue their own paths which can, more often than not, be the source of contention between parent and child. The Pakistani culture is collectivistic in nature where children tend not to be considered adults until they are married. The parent still thinking of their child as someone who needs around the clock care, can be overbearing, but this could also come about from them merely believing that they know better than their child does, as the child is still young (in their eyes) (Beuken, 2019). Due to this, the conflicts that arise

between the parent and their child can be the source of depressive and anxious tendencies, stress as well as feelings of loneliness.

However, parent-child conflicts are not the only type of family conflicts that arise in a family environment. The disagreements and arguments can and are also seen between spouses, with extended family members, between siblings and often between a parent and a sibling of the child. In this way, the person does not necessarily have to be a part of the conflict to observe it and to experience an after-effect of the conflict in them (Mechanic & Hansel, 1989). As mentioned above, the culture in Pakistan has deep roots in collectivism i.e. the parents have a tendency to be making the decisions for their child, and independence is sparingly granted. The shift in recent years of the mindset of the younger population has been towards more westernized ideas, where there is a vast majority of people living in an individualistic culture.

With different reasons for conflicts popping up in a person's personal life, the daily stressors that are already a part of a young adult's daily life can seem to be even more exaggerated in nature, and this can increase the level of internalizing behaviors that they might be experiencing.

An online survey conducted in Pakistan revealed that there is a high prevalence of depression and anxiety in the age group of 18-30, where the mean age was 25, (Ullah et al., 2022). Another study conducted on university students brought up the importance of religiosity in Muslim university students in Pakistan, when it comes to the levels of anxiety, stress and depression (Nadeem et al., 2017). A scale developed for social anxiety on the Pakistani higher education population, also displayed that the young adult population of the country has been having anxious episodes on account of their social fears (Ejaz et al., 2020).

The practice of somatic therapeutic techniques for clients with anxiety, depression and other internalizing behaviors is not one that is new (Payne et al., 2015) however, compiling the practices of both somatic therapy and internal family systems therapy is something fairly new in the world of psychotherapy and has been brought forward by Susan McConnell in her book Somatic Internal Family Systems Therapy: Awareness, Breath, Resonance, Movement and Touch in Practice.

Schwartz (1994) founded Internal Family Systems Therapy (IFS), an integrative method of individual psychotherapy, in the 1980s. It blends systems thinking with the idea that the mind is composed of relatively distinct sub-personalities, each with its own particular viewpoint and characteristics. IFS make use of family systems theory to comprehend how these sub-personality groups are structured. The integration of IFS with Hakomi practices is what will mostly be used in this thesis.

The Hakomi Method is an experiential psychotherapy approach that uses the client's immediate felt experience as a gateway to deeper, unconscious material. As a result, changes are integrated into the client's present experience. Hakomi integrates the concepts of mindfulness and nonviolence taken from Eastern philosophy with Western psychology, systems theory, and body-centered practices. Hakomi is grounded in five principles: mindfulness, nonviolence, organicity, unity and body-mind holism (Weiss et al., 2015).

These five principles are set forth in Kurtz's book, Body Centered Psychotherapy, while some other Hakomi leaders add two more principles, truth and mutability. According to the Hakomi Method, humans are self-organizing systems that are psychologically structured around basic memories, beliefs, and pictures. These core elements manifest as habits and attitudes that people unconsciously use to structure their behavior. Hakomi is a technique for assisting people in finding and identifying these patterns. Through working with core material and altering essential beliefs, the objective is to modify their way of being in the world.

Hakomi is based on awareness of physical sensations, feelings, and memories. Hakomi is distinctive in that it performs the majority of treatment sessions in mindfulness despite the fact that many therapists today advocate mindfulness meditation as a supplement to psychotherapy instead of basing a treatment plan solely on meditation.

By combining both Hakomi and IFS practices, McConnell has found a way to integrate mindfulness into a psychodynamic approach, while also keeping the mindfulness practices trauma-sensitive and taking care of the somatic symptomatology.

The studies that have been conducted on young adults with internalizing symptoms in the past ten years have been few and far in between, choosing to focus on the adolescent population more when it comes to internalizing behaviors, and clinically diagnoses more when it comes to the young adult population.

2. PURPOSE AND SCOPE

Young adulthood is commonly called a storm and stress period, and this contradicts the sayings regarding the beginning of adulthood being for most young-adults and their families, a smooth and peaceful transition. Although the notion of ''storm and stress'' appears to be exaggerated, the results of the studies of parent – child conflict do indeed indicate that the relationships between parents and their adult children deteriorate during and after adolescence in comparison with parent-child relationships This

worsening of the parent-child relationship is indicated by an increase in conflict, diminished parental satisfaction with parenting and increased parental stress, and a decrease in the parental support experienced by adolescents and young adults (Furman & Buhrmester, 1992; Laursen, 1993; Silverberg & Steinberg, 1987; Smetana, 1989; Gohm et al., 1998).

The multiple situations, experiences and issues that a young adult faces including yet not limited to family conflicts can lead to the disintegration of the Self energy, and the disconnecting of the link between the body and the mind that keeps a person intact and helps their thought processes stay healthy. When this happens, the internalizing symptoms that might have been present at a lower more controllable rate exacerbate. The therapeutic approach that is being applied focuses on mind-body integration and on helping a young adult's different parts to work in tandem to become whole, allowing them to resolve conflicts with their family. As the family is a social unit, this might also have the added effect of bettering the young adult's social support system, and their emotional intelligence might also increase.

Young Adulthood has been widely and famously described as a time of 'storm and struggle', and Erikson (1968) has also talked about the conflicts that this age group goes through, namely the struggle to find the right balance between intimacy and isolation. This already can have an adverse effect on the individual if the conflict is not solved in an appropriate manner. This conflict in and of itself can lead to distress in many different ways including but not limited to depressive and anxious tendencies, low self-esteem, co-dependency or hyper-independence and having family conflict added on top of that, only serves to exacerbate the symptoms, possibly even to the point of disintegrating the link between mind and body. Significant increases in adolescent internalizing symptoms have been documented across numerous data sources (Mojtabai, Olfson & Han, 2016), however when it comes to young adults, internalizing behaviors are not focused on as much with researchers preferring to choose disorders from the DSM instead. For example, emergency department visits due to suicide attempts and ideation among adolescents increased almost twofold from 2007 to 2015. The therapeutic approach being applied in this study, Somatic Internal Family Systems Therapy is one that is quite new, and as such has not been used on the Pakistani population yet. There are very few research samples of this particular therapeutic viewpoint, and they have been conducted in mostly Eurocentric countries and so this study will focus on seeing if the effectiveness of this study is the same on a South Asian population as well.

2.1 Research Objectives

1. To determine whether there is a difference in the levels of internalizing behaviour of males and females.
2. To determine the effect of somatic internal family systems therapy on males and females with internalizing behaviors.

2.2 Research Hypothesis

1. There will be a difference in the internalizing behaviors recorded between males and females, both in pre-testing and post-testing.

3. RESEARCH METHODOLOGY

The study was a controlled clinical trial in a quasi-experimental research design. Subjects were assessed and upon meeting the inclusion criteria, the intervention was started for them. The clinical assessment, consisting of an interview and a protocol of self-report measures, was given individually at the beginning and the end of the intervention. The Depression Anxiety Stress Scales (DASS) was used to ascertain the level of anxiety and/or depression in the participants which was used as the tool for quantifying the internalizing behaviors. Informed Consent was taken and the participants were debriefed at the end of the intervention.

3.1 Participants

The unit of analysis for this research was young adults who were at the time of the intervention experiencing a family conflict. They were recruited by distributing informational analysis, and 7 males and 7 females between the ages of 20 and 35 were selected to be a part of the study.

3.2 Inclusion Criteria

The inclusion criteria for the study was single males and single females between the ages of 20-35 who were, at the time of the intervention, not in any romantic relationship, and who had faced depressive or anxious symptoms and felt lonely in the past month, and who were, at the time of the intervention, experiencing or observing a conflict in their family either immediate or extended. The participants had to be able to understand eighth grade level English. The participants also scored between 50-99 on the DASS, placing them in moderate range to qualify for the intervention.

3.3 Exclusion Criteria

The exclusion criterion for the study was the individuals with intellectual disabilities, the people who were not facing or observing a family conflict, and the people who were unable to come in for in-person sessions. Also excluded were the people who were having any kind of romantic

relationship with a partner, fiancé or a spouse (pre-marital, engaged, and married).

3.4 Measures

The following measures were used:

3.4.1 Consent Form

The purpose of the consent form was to explain the participants about the nature and aim of the research so consent could be obtained from the participants. The consent form was in English, and it mentioned the purpose of the research and the voluntary participation. It also stated the right of the participants to leave therapy as per their will and about the confidentiality of the details provided by them.

3.4.2 Demographics Form

The demographics form was used to acquire information of the participants where they were asked to provide relevant information pertaining to several distinct domains such as their age, gender, birth order, and relationship status, educational level, type of family structure, number of siblings, type of family conflict, type of internalizing symptoms felt.

3.4.3 The Depression, Anxiety and Stress Scale (DASS)

The DASS is a set of three self-report scales designed to measure the negative emotional states of depression, anxiety and stress. The DASS was constructed not merely as another set of scales to measure conventionally defined emotional states, but to further the process of defining, understanding, and measuring the ubiquitous and clinically significant emotional states usually described as depression, anxiety and stress. The DASS should thus meet the requirements of both researchers and scientist-professional clinicians.

Each of the three DASS scales contains 14 items, divided into subscales of 2-5 items with similar content. The Depression scale assesses dysphoria, hopelessness, devaluation of life, self-deprecation, and lack of interest/involvement, anhedonia, and inertia. The Anxiety scale assesses autonomic arousal, skeletal muscle effects, situational anxiety, and subjective experience of anxious affect. The Stress scale is sensitive to levels of chronic non-specific arousal. It assesses difficulty relaxing, nervous arousal, and being easily upset/agitated, irritable/over-reactive and impatient. Subjects are asked to use 4-point severity/frequency scales to rate the extent to which they have

experienced each state over the past week. Scores for Depression, Anxiety and Stress are calculated by summing the scores for the relevant items.

The scores are categorized in the following manner with 0-78 being the Normal range, 78-87 as the Mild range, 87-95 as the Moderate range, 95-98 as the severe range and 98+ as the Extremely Severe range (Crawford & Henry, 2010).

3.5 Procedure

The research was conducted under the supervision of a registered Clinical Psychologist. The researcher received approval from the Research Ethics board of the Institute of Professional Psychology, Bahria University Karachi Campus. After the approval, permission was sought from the respective authors of the scales being used in the study. The participants were recruited by distributing informational flyers, online. The interested participants then contacted the researcher. In the initial period, consent was taken from the participants. The participants then went through screening, which was done by the use of the demographic form, the DASS and the UCLA Loneliness Scale.

The session plan that was used for the intervention has been formed following the top down approach which focuses on the integration of the mind and body from different parts into a holistic self and has been provided by Susan McConnell in her book Somatic Internal Family Systems Therapy.

3.6 Detailed Description of the Intervention

3.6.1 Session 1- Introduction to Somatic IFS Therapy

Aims and Objectives

The initial session aimed to introduce the therapy and the treatment along with establishing a baseline for the internalizing behaviors as well as loneliness in a quantitative manner. The session mostly focused on psycho education as well as introducing the therapeutic interventions to the participant. Rapport building was also a focus of this session along with history taking. The session was also used to bring focus to the client's different parts, and those were used in helping to understand the client's history better as well. These parts that were identified were primarily protector parts or exiles as opposed to managers.

The scales that were used for the pre-testing were the DASS and the UCLA Loneliness Scale, along with a demographic form which was filled prior to the session with a brief demographic section that focused on the type of familial conflict that the participant was undergoing.

3.6.2 Session 2- Somatic Awareness

Aims and Objectives

The main aim of the second session was to bring the client's attention to their body and also bring about an awareness of their different parts and how they speak to one another, as a continuation from the previous session. The intervention used was called Opening to Somatic Awareness. The purpose of this intervention was to establish a baseline in order to keep track of changes and gauge the level of capacity to tune into the body and notice sensations and to practice and develop that capacity. The objective of this intervention was for the participants to be able to describe their sensations in spoken language.

3.6.3 Session 3- Breath and Conscious Breathing

Aims and Objective

The third session focused on breathing consciously in an attempt to integrate the inner and outer worlds. Following the guideline set by Susan McConnell, the participant was made aware of their breath, the implications of their breathing patterns and how breathing consciously can have an effect on their previously identified parts. This is also something that assists the therapeutic relationship and helps the client find a way inside of them to access

and unburden parts that are very heavy. The intervention used is called Bringing Consciousness to Breathing. The purpose of this was to make the client aware of their habitual breathing patterns and allow them to use this to access their parts.

3.6.4 Session 4 – Radical Resonance

Aims and Objectives

The objective of this session was aimed at finding out what frequencies the client's parts are on. McConnell defines radical resonance as a deeply rooted resonant relationship between the parts of a person and their Self. This is explained by saying that the client's parts are at the moment in search of a secure figure that they can attach themselves to, and that the purpose of this section is to make the person's own self their secure attachment figure for their wounded parts (p.130-131).

The intervention used for this session was called Moving from the Heart into Relationship. The purpose of this intervention is to bring qualities of the Embodied Self energy into a relationship; more simply put, it is to move into a relationship from the heart. It helps the client to become fully aware of where they are both inside their body and outside in the environment. It starts off by focusing solely and completely on oneself and then moves outwards to include another person into their realm of consciousness, and to feel as connected to them as to anyone else. The other person in question will be the researcher herself, so as to eliminate any extraneous factors that might affect the process.

3.6.5 Session 5- Mindful Movement

Aim and Objective

Mindful movement in Somatic IFS talks about complete awareness in every part of the client's body. The way they might sag their shoulders, touch their lips, shrug, turn their heads, etc. are all connected to how their parts might be feeling and as such, changing the movement can change the tension that any certain part might be feeling (p.188). This draws on from the practices of Hakomi, as was introduced by Ron Kurtz that have been previously discussed. The intervention used in this session is named 'the Mindfulness of Habitual Movements'. The objective of this was to bring curiosity to habitual movements and to mindfully repeat them as well as to offer our parts the opportunity to be seen and have their burdens released as they move through the body.

3.6.6 Session 6- Attuned Touch

Aim and Objective

The focus of this session was on exploring the power of ethical touch, and how it can help in healing a burdened part of a client. The amount of time using touch in a typical Somatic IFS session is less than the other practices, because it is normally an intimate thing and even a small touch can evoke a strong response. The Somatic IFS interventions that focus on Attuned Touch have been designed in a way where they are able to establish appropriate clear and safe boundaries and allow the client to read and respond to the message from the touch.

The intervention used is called Imaginary Touch. The objective of this intervention was to provide a part of the client with a Self-led experience of receiving imaginary touch. This session focused on the exploration of the power of ethical touch.

3.6.7 Session 7- Unburdening the Embodied Internal System.

Aim and Objective

Being the penultimate session according to McConnell, this focused on the integration that McConnell has based this therapy around. The victimized parts of the self that have been focused on and been allowed to slowly heal are now going to be worked on to integrate completely to form the Self. The Embodied Self refers to the person's own Self energy being used to its full potential and as such not being a hindrance in any way. The intervention used is called Quickly Establishing Embodied Self Energy. The goal of this intervention was to experience the qualities of Self energy in the body, and also to find and release the blocks to Embodied Self energy in the person's body.

3.6.8 Session 8- Termination

Aims and Objective

In the final session, the post-intervention testing took place which helped to see if there was a change in the way the person was feeling the internalizing symptoms, and if there are any trends or patterns that can be found. The baselines that had been formed from the first session onwards were all checked in comparison to the final test results. The session also focused on the researcher going through termination protocol, and getting feedback from

the clients about how exactly they felt and what exactly they thought while the sessions were going on.

4. RESULTS

Figure: 1 Type of Conflict

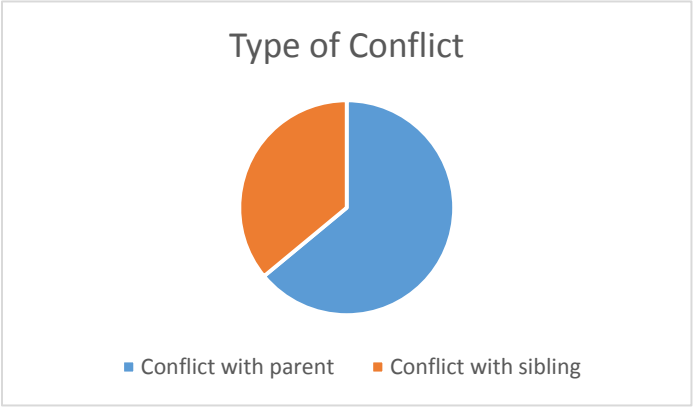

Table 1 (a) Independent samples t-test shows the comparison of scores for males and females for the pretest for internalizing behaviors

Male		***Female***					
M	*SD*	*M*	*SD*	*t*	*df*	*P*	*Cohen's d*
80	21.59	68	14.56	1.219	13	0.246	0.65

Table 1 (b) Independent samples t-test shows the comparison of scores for males and females for the posttest for internalizing behaviors

Male		***Female***					
M	*SD*	*M*	*SD*	*t*	*df*	*P*	*Cohen's d*
51.43	16.37	39.71	15.80	1.362	13	0.198	0.73

The findings of tables 1 (a) and (b), both do not support the hypothesis, as the p-values indicate that the difference in pre and post-test

scores on the DASS for both males and females is statistically insignificant as p= >0.05. As the p-value is at 0.198, it indicates that there is nearly a 20% probability being due to chance.

5. DISCUSSION

The objective of this study was to determine the efficacy of Somatic Internal Family Systems Therapy on young adults in internalizing Karachi, with behaviors and loneliness, who are also experiencing family conflicts. Somatic Internal Family Systems Therapy (SIFS) was developed by Susan McConnell in 2020 after years of working as an IFS therapist and also mastering different forms of somatic work including, but not restricted to Hakomi, Polyvagal theory, Body-Mind Centering and more. Somatic IFS has been described as an 'amicable, creative relationship' between IFS and body psychotherapy (Duclos, 2019). The purpose of this intervention is to help the participant reach a state of Embodied Self (McConnell, 2020), which in and of itself helps to heal the person's inner conflicts, which can be related to diagnostic and clinical presenting complaints, but also for a more integrative and holistic approach to help anyone who wants to be in a healthy and healing relationship with themselves and others (p.18).

The hypothesis was aiming to determine whether there is a difference in the internalizing behaviors reported by the male and female participants. The pretest for males and females on the DASS (Table 5.6(a) showed a mean score of 80 and 68 respectively, with a p-value of 0.246 and a Cohen's d value of 0.6, indicating that while the data is statistically insignificant, there is a large effect size. The results for the posttest scores of the males and females on the DASS had a mean score of 51.43 and 39.71 respectively and a p-value of 0.198, and a Cohen's d value of 0.72, once again indicating that while the data does not hold statistical significance, the effect size remains large. The hypothesis is therefore, disproved.

Considering the sample for this study was chosen through purposive sampling, there was a lack of diversity in the participants' socio-economic, educational and cultural background, which could have been the reason for the lack of significant findings for the third hypothesis. The male and female participants selected for the study, while from different familial backgrounds, were roughly at the same intellectual level, thus restricting a more inclusive understanding of how the internalizing behaviors might be recorded differently in males and females. A study conducted in the Netherlands in 2008, showed that there was a difference found when the two genders were compared on a larger scale, and that there was an aspect of relationship status that factored in also (Plaisier et al, 2008).

A requirement to meet the inclusion criteria for this study was for the participants to not be involved in a romantic relationship of any kind. This might have been a contributing factor to how the internalizing behaviors were presented, as both genders were put on an even platform, where apart from their friends, they did not have a significant other to share their worries and concerns with. Erikson has labelled the conflict that occurs during this psychosocial stage as one between intimacy and isolation. When the individual finds that they are unable to get any platonic intimacy with their family members and are already in a place where they are not receiving romantic intimacy, this might have them move towards the isolative part of resolution instead. The SIFS intervention was conducted to check if this feeling of isolation, which manifests itself as feelings of isolation and internalizing behaviours, could be lessened, by focusing on healing parts of the person in a journey to heal the whole.

The participants for this study were all from a university educated background, where they were either completing their undergraduate studies, or had completed them already, and their main commonality was the internalizing behaviors, feeling of loneliness and the fact that at the time of the intervention they were experiencing or witnessing a conflict in their immediate family. Comprising of 7 males and females from diverse family backgrounds, all of the participants were Pakistani young adults that reside in Karachi, and they were encouraged to be as vocal about how they felt as well as how much any of the interventions was working for them and in what way, and what they felt was making it more difficult for them to relate to.

The demographic variables also showcased that all of the participants were experiencing family conflicts within their immediate family, and more so with their parents than their siblings. All of the participants were single, i.e. not in a relationship during the time of the intervention, and there were a few who had recently broken up with their romantic partners. Two of the participants had previously availed the services of a therapist before, and so were more aware of how sessions took place, and were a little less hesitant to open up, establishing rapport faster, while this was the first experience with any therapeutic intervention for the rest of the twelve participants.

6. CONCLUSION

This research was conducted to determine the efficacy of Somatic Internal Family Systems Therapy in a Pakistani young adult population with the goal of determining that there would be a difference in the internalizing behaviors recorded between males and females. The study has managed to disprove this hypothesis, while highlighting that internalizing behaviors can be

reduced by the utilization of Somatic Internal Family Systems Therapy interventions.

6.1 Limitations and Recommendations

The current study has potential limitations, such as the fact that the intervention rooms were not as spacious as might be suited to a Somatic IFS intervention. The exercises used during the sessions, sometimes, required the participants to have large amounts of moving space, so they can be as comfortable as possible. For future researches, it is recommended to have more space in the intervention room.

Another factor that could have limited the study is the fact that the participants were only given one session per week, and each session had a different theme to it, so there was no extra time given to a certain theme, even if the client might have wanted it. This was something that could not be fully explored in an 8-session plan, and furthermore would be recommended that multiple exercises or interventions be used for each theme.

Further recommendations for future researches could be applying to this study on a different population, such as with adolescents and middle-aged adults as well as with young adults who are either married or have romantic relationships. This could help explain if this effect is only seen in young adults, or if the effect of lowering the internalizing behaviors can be seen in other age groups also. The demographic variable changing from only people that are not in any romantic relationship to people in a romantic relationship can help provide more insight into how social support could come into play. A comparative study could also be done on people in relationships with those not in a relationship.

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