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Muslim Women's Educational Status and Work Participation in India

Dr. Saima Siddiqi*

Abstract

India is one of the least literate societies in the world. Within this broader picture of social disadvantage, the literacy level of Muslim men and women skewed towards the bottom. Women in Muslim communities face considerable challenges as citizens of India and as members of India's largest minority. According to Government reports, Muslim women are among the poorest, educationally disenfranchised, economically vulnerable, politically marginalized group in the country. As for female literacy among the Muslim population, it is lowest among the female literacy rates of all other religious communities. The overwhelming majority of women reported themselves as not working. Among social groups, Muslim and upper caste women participate the least, as compared to others. Among Muslim women who report work participation, the largest proportion is in the wagedworkers/employee category. The lack of social opportunities for Muslim women is a crucial issue needing urgent action. An improvement in literacy rates would directly influence Muslim women's socio-economic and political status as citizens of India. Muslim women and men must collaborate with individuals and organizations that are committed to the realization of women's human rights. It is essential to implement legislations that protect Muslim women's rights.

Keywords: literacy, Disadvantaged, Minority, Disenfranchised, Sex-ratio

Introduction

India is one of the least literate societies in the world. Within this broader picture of social disadvantage, the literacy levels of Muslim men and women are further skewed towards the bottom. Women in Muslim communities face considerable challenges as citizens of

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India and as members of India's largest minority. Islam holds that woman is a human being and she has a soul similar to that of man. Thus, men and women were equal to each other in their origin, their abode as well as in their place of return and were as such entitled to similar and equal rights. But Islam came to India in a particular form, especially with purdah, which is synonymous with high status and respectability. Its enforcement became so pervasive that any woman found without a veil was ruled as shameless and outside of decent society (Upreti, 2000). According to government reports, Muslim women are among the poorest, educationally disenfranchised, economically vulnerable, politically marginalized group in the country. They are always oppressed and exploited. Their jobs, is to manage the house and rear the children. (Urmila , 1988).

According to the 2001 census, Muslim constitutes 13.4 percent of India's population. India has the second largest Muslim population in the world. Table 1 shows, population of Muslim is steadily increasing, as unadjusted growth rate would increase from 22.9 percent to 36 percent during 1981-2001. Sex ratio among Muslim population at national level is 936 which are just above the national average of 933 for all religions that is probably presents the position of women worsened considerably, a decline in the sex ratio due to absolute condition of health and survival for women.

Table-1: Population and proportion of Muslim population by sex, sex ratio, percentage increase, India 1981-2001

Census Year	Persons	Males	Females	Sex ratio	Percentage Increase
2001	138,188,240	71,374,134	66,814,106	936	(1991-2001)=36.0
1991	101,596,057	52,631,365	48,964,692	930	(1981-1991)=34.5
1981	75,512,439	38,989,763	36,522,676	937	(1971-1981)=22.9

Source: Census of India 1981, 1991, 2001.

A comparison of adult literacy rates among India's religious communities based on the 2001 Census in table-2 shows that Muslims fare the worst. With an overall adult literacy level of 59.13

percent, it is far less than the literacy level among the Jains who have an overall level of 97.41 percent, the highest among all religious groups in the country. The Jain community not only has the highest overall literacy levels among all religious communities but also has the best female literacy level with 90.58 percent. All this and more is contained in a report on the “Status of Adult Literacy” in India, which has made use of the 2001 census data to do a religion-wise analysis too. National Literacy Mission, adult literacy in India basically means targeting those aged between 15 and 35.

The report says that the Muslim community’s adult literacy level is 5.7 percent less than the national average of 5.57 percent. As for female literacy among the Muslim population, the report says that it is the lowest among the female literacy rates of all other religious communities. Only 50.9 percent of Muslim women are educated. But going by the average literacy rate among women of all religious communities, 53.7 percent, the difference of 3.6 percent is not that substantial.

Table-2: Literacy Level, Educational Status and Schooling by Religion and Gender

Religion	Male	Female	Total
Hindu	76.16	53.21	65.09
Muslim	67.66	50.09	59.13
Christian	84.37	76.19	80.25
Sikh	75.23	63.09	69.45
Buddhist	83.13	61.69	72.66
Jain	97.41	90.58	94.08

Sours Source: Census of India, 2001

The report listed 16 states with low Muslim literacy rates-among them are Bihar, Haryana, J&K, UP, Assam, Uttranchal, Punjab, Rajasthan, West Bengal- as compared to the overall literacy rate of 59.13 percent in the community. But the picture is not all bleak as it also notes that in at least 17 states/union territories, adult literacy levels among the Muslims are higher than the national average of 64.8 percent. Among these states/UTs are Kerala, Pondicherry,

Lakshadweep, Tamil Nadu, Chhatisgarh, Maharashtra, Goa, Gujarat, Orissa, MP, Karnataka, AP, and Delhi.

Table-3: Percentage of Population (7 years and above) by Educational Attainment Levels (1999-2000)

Category	1	2	3	4	5	6	7	8
Illiterate	44.3	47.9	26.3	38.5	18.9	30.2	8.9	16.5
Below Primary	19.0	22.2	20.6	18.9	15.4	20.2	12.8	16.0
Primary								
Primary	13.3	13.0	19.0	14.9	14.4	16.2	14.8	11.5
Upper Primary	12.4	10.3	17.0	11.0	16.7	15.5	18.4	12.6
Secondary								
Secondary	6.4	4.3	10.2	11.0	14.1	9.2	17.8	16.4
Senior Secondary	2.9	1.5	4.1	4.3	9.0	4.8	11.1	11.9
Graduate and above	1.8	0.8	2.8	1.4	11.5	3.9	16.3	15.0

Source: NSSO 55th Round Report, Government of India, 2001.

Key: 1: Rural Hindu, 2: Rural Muslim, 3: Rural Christian, 4: Rural Sikh, 5: Urban Hindu, 6: Urban Muslim, 7: Urban Christian, 8: Urban Sikh

Yet, as the Sachar Committee, which also examined the educational status of the Muslim community in India, pertinently observes Muslims have not been able to respond to the challenge of improving their educational status. As a result, their gap vis-à-vis those labeled all others (with initially high literacy levels) have increased further, particularly since the 1980s. As for Hindus, their overall adult literacy levels at 65.09 percent are better than those professing the Muslim faith but worse than all other religions. While the male literacy level is 76.16 percent, among females it is merely 53.21 percent. As for the Christian community, the report notes that it is an overall 80.25 percent. But in states like Punjab, Arunachal Pradesh, Assam and Orissa, the literacy rate is lower than the national average. Regarding the Sikh community, the report says that it is higher than the national average in all states except Rajasthan where it is just a lower at 64.7 percent. Buddhists have an overall literacy level of 72.66 percent and is by and large higher than the state average except in six states- Arunachal Pradesh, Mizoram, Tripura, Manipur, Andhra Pradesh and Karnataka.

Table-4: Literates rate of Muslim by residence, sex, India-2001.

Residence	Literates		Illiterates	
	Male	Female	Male	Female
Total	39,248,081	27,148,553	18,846,513	27,052,034
Percent	67.6	50.1	32.4	49.9
Rural areas	22,624,881	14,742,834	13,678,138	19,818,594
Percent	62.3	42.7	37.7	57.3
Urban areas	16,623,200	12,405,719	5,168,375	7,233,440
Percent	76.3	63.2	23.7	36.8

Source: Census of India 2001

The figures at table-4 shows illiteracy rate among the Muslim women 49.9 percent is higher than the Muslim men 32.4 percent and this pattern, similarly blinks among rural areas male is 37.7 percent and female is 57.3 percent and urban areas male is 23.7 percent and female is 36.8 percent. The statistics above indicate Muslim women have not been able to take full advantage in the society. In such a context, it is refreshing to come across a study that seeks to go beyond the sociological veil spread by a focus on purdah, and actually examines the conditions faced by different categories of Muslim women in the country. A new book by Zoya Hasan and Ritu Menon (“Unequal Citizens: Muslim Women in India”, New Delhi: Oxford University Press, 2004) presents the results of a national survey covering around 10,000 Muslim and Hindu women. This is the first such survey of this magnitude, covering the whole country and obviously therefore the findings deserve attention.

The Muslim Women’s Survey (MWS) was carried out in 12 states spread over 40 districts in India. It surveyed 9,541 Muslim and Hindu women respondents 80 percent Muslim and 20 percent Hindu, and 60 percent urban, 40 percent rural. Fewer Muslim girls were in the classroom. Close to 60 percent of Muslim women report themselves to be illiterate while the school enrolment rate for Muslim girls is 40.66 percent. The proportion of illiterate Muslim women is substantially higher for the rural north than it is for the rest of India. More than 85 percent report themselves to be illiterate. Less than 17 percent of Muslim women (enrolled in schools) completed eight years of schooling; less than 10 percent completed higher

secondary schooling, which is below the national average. The educational status in the north is abysmal, resulting in substantially fewer numbers in middle school and higher secondary school (4.58 and 4.75 respectively) as opposed to the national average of 17.86 and 11.42. The proportion of Muslim women in higher education is only 3.56 percent. That is lower even than that of schedule castes, which is 4.25 percent.

Urban location, which has a generally positive association with female education, has no great impact on Muslim women's educational attainment. This point indicates poverty as the foremost constraint on access to education notwithstanding the noticeably greater educational opportunities in urban areas. Of the women who completed their studies, 26 percent felt that they had to overcome obstacles in order to continue. On the whole, a slightly higher proportion of Muslim women than Hindu women reported that they faced obstacles in their schooling. A general devaluation of continuing education for girls is also linked to the desirability of early marriage, as indicated by the mean age of first marriage, which is a low 15.6; in the rural north it dips even further, to 15 years. Early marriage was cited as an important reason for dropping out of school. The overwhelming majority of women reported themselves as not working. Importantly, the low work participation pattern holds for all regions. Among social groups, Muslims and upper caste women participate least, as compared to scheduled castes (30 percent) and other backward classes (22 percent). The average rate of participation for Muslim women is 14 percent, which in itself is lower than for Hindus (18 percent) and significantly lower than that of scheduled castes (37 percent), and other backward classes (22 percent). Among Muslim women who report work participation, the largest proportion is in the wageworkers/employee category, followed by self-employed women e.g. The work participation for urban Muslim women is 11.4 percent, while it is 16 percent for Hindus. Rural work participation is only 20 percent for Muslims and 37 percent for Hindus. Like their male counterparts, a majority of urban Muslim women (60 percent) are self employed in the formal sector

According to the census of 2001 as can be seen from table-5, in India, of the total population of 138,188,240 the number of Muslim returned as workers is 43,396,093. In other words, 31.3 percent of the Muslim population of India constitutes workers. Of these workers, 33,886,213 are males and 9,409,880 are females, sex ratio in between them are 278, in other words, the 2001 census has recorded a Muslim working population sex ratio of 278 Muslim women per 1000 Muslim males.

Table-5: Work participation rate of Muslim population by sex, sex ratio and residence: India, 2001.

Residence	Persons	Males	Females	Sex ratio
India	43,296,093	33,886,213	9,409,880	278
Percent	100	78.3	21.7	
Rural areas	29,151,524	21,559,619	7,591,905	352
Percent	100	74	26	
Urban areas	14,144,569	12,326,594	1,817,975	147
Percent	100	87.1	12.9	

Source: Census of India 2001

A majority of Muslim workers (21,559,619) in the country are employed in the rural areas, primarily as laborers and cultivators and the number of Muslim women is 7,591,905. Sex ratio of Muslim women worker has risen in rural areas (352) than to total country (278). Of course in urban areas, has decreased sex ratio of Muslim women (147) than to the total of country.

These are obviously extremely important results, which point to a different direction for public policy as well. The lack of social opportunities for Muslim women is a crucial issue needing urgent action. According to social situation of Muslim women in India, we should implement proper programs to improve and to increase awareness level of Muslim women about equal status of women with men and this belief is translated into actual practice through several institutions, customs and practices. An improvement in literacy rates would directly influence Muslim women's socio-economic and

political status as citizens of India. Muslim women and men must collaborate with individuals and organizations that are committed to the realization of women's human rights. It is essential to implement legislations that protect Muslim women's rights.

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Low Rate of Literacy: A Dilemma of Sindh Province

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Abstract

The research study gives a critical review of literacy situation and Literacy programmes in Province of Sindh; Both in public and private sectors. Public Sector Programmes include the programmes/projects Sindh Education Department, of National Commission for Human Development, Federal Ministry of Education; besides, contributions and services of major NGOs in literacy. Furthermore, it also focuses on literacy trends, data/ statistics, issues, priority needs and lessons learned. It will highlight implementation of literacy policy provisions which have remained low due to various reasons such as lack of political will, scarcity of resource and low capacity etc. The research discusses in detail the system, structure and organizations involved in planning and management of literacy programmes and projects at provincial level, mobilization of political will and support, technical assistance for promotion of literacy; and joint programmes and projects in literacy in Sindh Province.

Introduction

Pakistan emerged as an independent country on August 14, 1947. Its founder, the Quaid-e-Azam Muhammad Ali Jinnah had the vision to realize that education held the key to progress and development. Education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development. Like many other developing countries, the situation of the education sector in Pakistan is not very encouraging. The low enrolment rates at the primary level, wide disparities between regions and gender, lack of trained teachers, deficiency of proper teaching materials and poor physical

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infrastructure of schools indicate the poor performance of this sector. Table (1.1) shows the literacy rate among different age groups and net enrolment at all levels of education system. The data indicates that enrolment rate at middle and matric level drops sharply.

Table-1: Shows the education indicators in Pakistan

Indicator	Total	Rural	Rural Female
Literacy 10+	55	45	30
Literacy 5+	52	41	26
NER Primary	56	52	46
NER Middle	18	14	11
NER Matric	10	6	9

Source: Government of Pakistan, Statistical division Pakistan Social and Living Standard Measurement Survey PLSM 2006-07

An extremely low level of public investment is the major cause of the poor performance of Pakistan's education sector. Public expenditure on education remained less than 2 percent of GNP before 1984-85. In recent years it has increased to 2.2 percent. The Education Sector in Pakistan suffers from insufficient financial input, low levels of efficiency for implementation of programs, and poor quality of management, monitoring, supervision and teaching. As a result, Pakistan has one of the lowest rates of literacy in the world, and the lowest among countries of comparative resources and social/economic situations. Literacy is considered an important indicator of education because its improvement is likely to have an impact, in the longer run, on other important indicators of welfare. Table (1.2) below indicates the position of Pakistan in Human Development Ranking and literacy rate. According to Human Development Report 2007-08 and UNESCO's EFA Goal Monitoring Report 2008 Pakistan's HDI Ranking is 136 slightly better than Nepal and Bangladesh and below India, Sri Lanka, Maldives and Iran in literacy.

Table-2: Human Development in South and West Asia

Country	HDI Ranking	Public Expenditure on Education as % of GNP	Literacy Rate 15+ (%)
India	128	3.3	65
Iran	94	5.2	84
Pakistan	136	2.7	54
Sri lanka	99	5.4	91
Maldives	100	8.3	97
Nepal	142	3.2	55
Bangladesh	140	2.8	52

Source: Human Development Report 2007-08 and UNESCO EFA Goal Monitoring Report 2008.

Sindh is an important and the second largest Province in Pakistan with a wealth of natural resources such as the oil and gas reserves which bring large revenue for the country. Also, the Province's agriculture products are major contributors in supplying food for the country's population. Despite its natural resources and agricultural products, Sindh remains the poorest Province. The main cause of socio-economic backwardness is lack of education and continuous deterioration of Education sector. Education sector in Sindh is facing a number of challenges. The public sector education system has almost lost its utility and credibility for the people. The multi-faceted issues faced by the education system are poor quality of teaching and learning, low levels of school enrolment with high dropout rates at all levels, particularly for girls in the rural areas, wide gaps in literacy and school enrolment rates across province and between urban and rural areas, teacher absenteeism, shortage of trained and qualified teachers - especially females, poor management and supervision structure, gender and rural-urban imbalances, inappropriateness of curricula and pedagogy, lack of vision in community participation processes, lack of donor coordination and concentration of resources in few areas . The biggest challenge the Province is facing is the challenge of illiteracy. Various literacy initiatives have been launched since 2001 including the Sindh Government's Ordinance on compulsory primary education in 2001 which was to be enforced in the province. Directorate of Literacy and Non-formal Education was set up at Provincial level, whereas, at

district level District Literacy Officers (DO Literacy) were appointed in all districts of the province and an EDO literacy in Karachi to work for the enhancement of literacy in this provincial capital.

The federal government also allowed the Sindh education and literacy department to set up over 8,000 non-formal schools in the province by 2015. According to available statistics from the provincial government, 1,227 non-formal schools were operating in the province where 41,000 students were enrolled. Different NGOs also remained involve in the campaign for the enhancement of literacy rate in Sindh. Sindh education department has increased the salaries of teachers serving at the non-formal schools, besides provision of Rs. 500 to the owner of the compound where such schools were established or would be established (Directorate of Literacy & Non-Formal Education Sindh report, 2007).

A forum of all the stake holders was established in 2003 for deciding Education for All (EFA) related matters. Awareness campaigns for achieving the goals of EFA were launched. For that purpose Directorate of literacy was given responsibility to hold Regional and Provincial seminars, advertisement and display banners, booklets, pamphlets, stickers, caps, T-shirts, key chains with EFA logos etc and get support through donating agencies suc as UNESCO, UNICEF etc. EDOs, DOEs, ADOs, SPEs etc were assigned the task to campaign continuously at UC Taluka and District level.

Despite all that, desired results could not be achieved. The experience of the past shows that the main causes of the failure were inadequate funding, poor utilization of available resources, and a lack of motivation and commitment among those responsible for implementing the plans. Consequently the literacy position of the Province keeps deteriorating particularly in the rural areas of Sindh and among the females literacy rate remained very low.

Situation Analysis of Literacy in Pakistan

The constitution of Pakistan formulated in 1973 recognizes the importance of literacy and the need to eradicate illiteracy within minimum possible time. One of the important policy principles/provisions in the constitution to eradicate illiteracy is to

make education free and compulsory up to secondary level. The said article of the constitution is reproduced at verbatim, as: State shall be “Responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time” (Article 37-B, Constitution of Pakistan)

Historically, a commitment to adult literacy has always been a part of education policies in Pakistan. In the past, major education policies i.e. the policies of 1970, 1972 and 1979, laid particular emphasis on literacy (NEPs, 1970, 1972&1979). In 1981, a Literacy and Mass Education Commission was established to promote literacy. In the mid-1980s, to provide incentives to literacy, a number of measures were proposed which were provided with a legal cover through the Literacy Ordinance No. XXVII promulgated in 1985 by the President of Pakistan. The Ordinance was approved by the Parliament in 1987. Salient features of the Act 1987 were: a passport other than a Hajj passport, a driving license or an arms license shall be issued only to literate person; and only literate person shall be eligible for employment under a local body or an establishment or institution under the control of the Federal Government (Literacy Act, 1987). This act was never enforced as its date of enforcement was to be later decided by the Government, which never happened. National Education Policy, announced by the government in December 1992, pledged to achieve a literacy target of 50% by 1995 and 70% by 2002 (NEP, 1992). The salient provisions regarding literacy under the Education Policy (1998-2010) were the democratization of education through the expansion of elementary education including formal and non-formal methods and expanded programmes of adult education, literacy and functional literacy programmes, as a basic requirement for economic development, modernization of social structure and for providing equal opportunity for all citizens (NEP,1998).

Pakistan’s international commitment to double the rate of literacy by the year 2000 could not be accomplished without achieving Universal Primary Education (UPE). This might be achieved by complementing the formal primary school system with a strong non-formal basic education initiative. A massive Non-formal Basic Education Programme on a war footing will be launched to provide

access economically and expeditiously to all the primary school age (5-9 years old) children who are at present out of school. The 10-14 years old adolescents and youth who have missed primary education will be given a second chance through a crash condensed course to enable them to complete primary education cycle in 2-3 year time. In the preamble to the General Assembly's resolution 56/116, a statement was made that 'literacy is crucial to the acquisition, by every child, youth, and adult, of essential life skills' (UN, 2002b).

Aftermath of Dakar Conference (26-28 April 2000)

A Conference on the theme "Education for All: Meeting our Collective Commitments" was held in Dakar, Senegal, 26-28 April 2000, in which a declaration was passed on which all participating countries signed to initiate efforts to achieve maximum literacy rate up to year 2015. Pakistan is also among the signatories. Dakar goals were: i. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. ii. Achieving a 50% improvement in levels of literacy by 2015, especially for women, and equitable access to basic and continuing education for all.

In pursuance of its commitment to achieve Dakar targets Education Sector Reforms (ESR) Programme (2001-05), a five year (2001-05) federal funded programme was launched by the Federal Ministry of Education in 2001. It has seven thrust areas. Adult Literacy is one of these seven thrust areas. As per need of the literacy sector 8.3 billion rupees (138 million US\$) were planned to be allocated to raise the literacy rate from 49% to 60% in 5 years. The programme has been extended to further five years till 2010. Actual allocation against the planned/ targeted 8.3 billion rupees during the year 2001-02 to 2005-06 was only 630 million rupees which is only 7.6% of planned allocations (MoE,2001-02). The province-wise and year-wise details of adult literacy allocations under ESR are given below:

Table-4: Shows the Province-wise and Year-wise Adult Literacy Budget Allocation under ESR Programme(2001-02 – 2006-07)

Rs.in Million

S #	Areas	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Total	Utiliza- tion
1	Punjab	93.76	60.439	46.45	46.45	46.4	0.00	293.5	Overall utilization of ESR Literacy budget as reported by the Provinces is 72%
2	Sindh	37.71	24.986	19.20	19.20	19.2	0.00	120.3	
3	NWFP	30.94	20.419	15.69	15.69	15.6	0.00	98.44	
4	Baloch- istan	17.59	11.24	8.64	8.64	8.64	0.00	54.75	
5	FATA	6.0	5.334	4.10	4.1	4.10	0.00	23.63	
6	AJK	2.0	4.944	3.80	3.8	3.80	3.81	22.15	
7	FANA	4.0	1.431	1.10	1.1	1.10	1.10	9.831	
8	ICT	8.0	1.301	1.00	1.0	0.0	0.60	11.90	
	Total	200.0	130.094	100.0	100.0	99.0	5.51	634.6	
							0	04	

Source: ESR Unit Ministry of Education 2007

Among all the regions and Provinces of Pakistan, from the year 2001 to 2007 the Province of Sindh received 120.314 millions under ESR literacy allocations. After the devolution plan 2003 these funds were allocated to the District governments by the provincial government to initiate efforts at district and Union Council level to increase the literacy rate. In all 23 Districts of Sindh the posts of District Officer (DO) literacy were created to execute and monitor the literacy programmes in districts. The ESR funds could not be utilized properly due to lack of proper utilization mechanism of District Governments. Adult literacy Centers were opened in the Districts but they remained non-functional and failed to produce any substantial results.

Presently the government is providing hardly two billion rupees (29 million US \$) per annum for literacy and non-formal education programmes against need of estimated fifteen billion rupees per year as per estimates of EFA National Plan of Action. Consequently number of illiterates is increasing in Pakistan.

Table-3: Shows number of illiterates is increasing in Pakistan

Year	Pop 10+	Literacy Rate (10+) Millions	Literate Pop (10+) Millions
1951	22.71	17.9	18.64
1961	26.12	16.7	22.08
1972	42.91	21.7	33.59
1981	56.33	26.2	42.69
1998	89.84	43.92	50.38
2006-07	112.00	55.00	50.40
Estimated			

Source: Census Reports and Projections for 2006-07

Latest available statistics shows that the present 10+ age group literacy rate is 55% against the Dakar target of 70% and National EFA Plan target of 86% by 2015. Male literacy rate is 67% against 42% female. Around 56 million adults are illiterate against 66 million literate populations. Illiteracy rate amongst poor people is very high. Besides, Slum dwellers and inhabitants of Katchi Abadies in urban areas; people working on agricultural farms i.e. tillers of land; and household workers etc are the people who are poor and illiterate. Literacy rate is lower among girls and women in Pakistan as compared to men. Similarly, girls' participation rate at all levels i.e. primary, secondary and tertiary level is very low. Hardly 1/3rd of present educational facilities and services i.e. institutions and teachers are for girls.

Situation Analysis of Literacy in Province of Sindh

The literacy rate of Sindh province is about 55% out of which 67% are male and 42% female. Rural Sindh has been placed at the lowest position among all Provinces after Balochistan with an adult literacy in rural areas between 36 per cent, which shows the deplorable state of literacy in rural areas in Sindh.

Table 1.4 below shows the position of Sindh Province among other provinces of Pakistan

Table-5: Provincial and Gender Disparities in Literacy Rates (10+)

Province/ Area	Total	Male	Female	Urban Areas	Rural Areas	Rural Females (Overall)
Pakistan	55	67	42	72	45	30
Punjab	58	67	48	72	50	28
Sindh	55	67	42	73	36	16
NWFP	47	68	27	61	44	24
Balochistan	42	58	22	61	25	15

Source: PSLM Survey (2006-07)

According to the estimates based on the data of the PSLM survey 2007-08, male and female literacy rates in rural Sindh are 36 and 16 per cent, respectively. Similar gaps also exist between urban and rural areas - the urban literacy rate is 73 percent, and the rural is 36 percent. The lowest literacy rate at 15 percent prevails among rural females in Balochistan and then 16 percent in Sindh (PSLM Survey 2006-07). Lack of literacy skills on this scale causes problems for living, working and for survival in virtually every area of life. In developed countries using automatic teller machines, the internet, e-mail, filling in taxation forms or understanding supermarket checkout procedures are just some of the day-to-day tasks that require people to apply literacy and numeracy skills in diverse ways. In the case of developing countries, 'poor literacy skills increase one's vulnerability and dependency on other people' (Scott-Goldman 2001, p12).

Role of other Agencies from the Year 2001 and Onward for Literacy Enhancement in the Province of Sindh

A. National Commission for Human Development (NCHD)

NCHDs education programme's goal is to achieve 86% literacy rate by year 2015. For achieving this goal NCHD has devised a strategy, which is enhancing net enrolment rates of children in primary education from 62 to 90, are these total numbers or percentages?

Reducing dropout from existing 50 to 15-20, ensuring that through adult literacy centers annually 1.2 million illiterates should acquire basic literacy skills.

NCHD is a national organization set up in 2002-2003 under the Cabinet Division for the promotion of adult literacy. NCHD has opened 122,000 adult literacy centers/classes in aggregate, since year 2003-04. Total enrolment of these literacy centers exceeds 2.44 million (at the rate of average 20 learners per centre/per cycle). Presently, it has covered almost all 122 districts of the country. The major funding for NCHD comes from the federal government. However, it also raises funds through donors, donations and ex-patriat Pakistanis.

At provincial level NCHD has Provincial Operational Director for different programmes including adult literacy. NCHD is working in 23 districts of Sindh for the universal primary education, Literacy, health facilities, and volunteerism. National Commission for Human Development (NCHD) Sindh Chapter has reopened 3,347 out of 6,800 non-functioning schools in Sindh as it aimed at helping the country to achieve 85 percent literacy rate by 2012.

NCHD provided 7,165 teachers to government-run schools, besides establishing 25,000 literacy centers where 528,000 learners graduated throughout Sindh during 2006-7, while 86 percent literacy graduates were females. To establish fundamental links and effective communication, the NCHD installed 104,000 community volunteers throughout Sindh to promote female literacy through volunteerism, to ensure quality education through teachers training, and to increase enrolment and prevent dropout (NCHD report, 2007-08).

The Sindh Government is fully cognizant of NCHD role in developing human resources in the province and commitment to meet both the Millennium Development Goals (MGDs) and Education for All in Sindh. To bring a greater synchronization and integration of the efforts of all the stakeholders, Department of Education fully realizes its role on orchestrating these efforts under sector wide approach in 23 districts of Sindh for achieving EFA

(Education for All) goals. Education Department is extending all possible help to NCHD for the success of its operations.

B. Sindh Education Foundation (SEF)

Sindh Education Foundation was established in 1992 as a semi-autonomous organization to undertake educational initiatives in the disadvantaged areas of Sindh. Its main focus is empowering the disadvantaged communities towards social change by creating and facilitating new approaches to learning and education. The SEF provides communities with direct access to educational facilities by opening schools/centers. The current projects not only provide education, but also mobilize communities to meet their educational and developmental needs.

One of the core programmes of the Sindh Education Foundation (SEF) is Women's Literacy and Empowerment Programme (WLEP) that works toward providing disadvantaged adult women with educational and self-development opportunities and contributes to their process of empowerment. The programme operates through forty Women's Literacy and Empowerment Center (WLECs) established in under-served areas of Karachi, Sehwan and Tando Allahyar. The Centers ensure provision of learning facilities. The services of teachers are hired from within the community who are provided with both training and ongoing pedagogical support by the WLEP team. Regular meetings are carried out with the community members to ensure their participation, involvement and ownership at the grassroots.

C. Current Situation of Literacy and Initiatives in Sindh

The current situation of the literacy in different districts of the Province can be observed from Table 1.5 below which shows that in 10 districts out of 16 districts the literacy ratio is below 50% and the districts such as Thatta, Tharparker, Jacobabad and Larkana the situation of literacy is very grim and the literacy rate is below 40%.

Table-6: District-wise Literacy Rate

S. No	Name of District	of 2005	Ranking on the basis of 2005	S. No	Name of District	of 2005	Ranking on the basis of 2005
1	Karachi	78.1	1	9	Nawab Shah	45.2	9
2	Sukkar	63.3	2	10	Shikar Pur	55.9	4
3	Hyderabad	52.5	5	11	Sanghar	45.1	10
4	Nowshero Faroze	58.1	3	12	Ghotki	50.8	6
5	Mirpur Khas	44.0	11	13	Badin	41.8	12
6	Dadu	47.3	8	14	Jacobabad	33.8	16
7	Kair Pur	48.1	7	15	Thatta	34.6	15
8	Larkana	38.2	13	16	Thar Parkar	36.2	14

Source: PSLM Survey (2006-07)

The present Sindh Government has taken the literacy issue at priority level. In this regard Directorate of Literacy and Non-formal Education which was set up at Provincial level in 2001 and since then it remained non-functional has been made functional recently. It has started literacy enhancement campaign throughout the province. The main purpose of the Directorate is to initiate efforts to achieve the six goals set by Dakar Conference regarding Education for All (EFA) which are: (1) Early Childhood Care & Education (2) Free & Compulsory Primary Education (3) Learning Needs of Young and Adults (4) Adult Literacy (5) Equity (6) Quality Education. Sindh Directorate of Literacy is undertaking many activities to enhance literacy, such as:

- Round Table Conference of Parliamentarians of the Province to highlight the importance of literacy and getting their recommendations. UNESCO Pakistan have agreed for partial support for the programme.
- Inter Provincial Conference of Ministers of Education/ Literacy and Secretaries Education/Literacy. UNESCO Pakistan has agreed for partial support for the programme.

- Starting from Sukkur Region Seminars & Workshops will be conducted on Provincial, Regional and District level for awareness campaign among the concerned officers and the people of the Province. UNESCO Pakistan has agreed for partial support for the programme.
- Learning Resource Centres are to be opened at Provincial, Regional and District Level. UNESCO Pakistan has agreed for partial support for the programme.

Some Important Suggestions to Improve Literacy Rate

Establishment of more Non Formal Basic Education Schools

Establishment of more Non Formal Basic Education Schools in different areas of the province and Home schools to be run through NGOs and CBOs and community support. Preference should be given to the establishment of schools for females. Learning materials in the form of books, notebooks, pencils, slates etc. must be supplied to learners free of cost. Graduates of Non-Formal Basic Education Schools should be considered eligible for admission in 6th Class in formal schools for the promotion of Non-Formal Basic Education in Schools

Final examinations should be conducted by Examination Teams headed by authorized representatives from the respective District Education Office. Final certificates follow same criteria and procedures prevalent in the Province. Learners qualifying the final examinations should be awarded Primary level certificate endorsed by District Education Authorities and they will be eligible for admission in 6th class in formal schools.

Utilization of School / College Buildings

The Provincial Ministry of Education should plan a Crash Literacy Programme. The purpose of the programme should be to increase participation rate by making maximum use of the available resources like school buildings and teachers during summer vacations and evening hours. The programme should be aimed at promoting literacy and basic education in the country. To make the programme cost effective, the existing school buildings with all the infrastructure of shelter and supplies may be used to open literacy centers. The

teachers who were qualified, trained and available during summer vacations may be engaged for the programme. They may be paid nominal honorarium for this extra duty after a short orientation. In The United Nations' International Plan of Action in describing the vision for the Decade of Literacy makes this statement: The International Plan of Action six areas of activity are identified which are national policies, flexible programmes, capacity building, research, community participation, monitoring and evaluation (Eyre 2004)

The students should be quite free from any obligation of school uniform and should be provided with free textbooks and learning materials. The location of the centers should be nearest to the majority of the beneficiaries/ out of school children. Focus should be given to rural girls/female illiterates and also to provide a second chance to out of school children within the age group of 6-14 years in the same school/college building in the evening times. Teaching/learning material must be selected out of the literacy materials developed through National workshops. Literacy Teachers should be given brief orientation/training for the purpose. A literacy campaign should also be launched to create awareness amongst the target groups. Students should be paid some amount as per attendance as an incentive (in rural areas only).

Poverty is the root cause of rampant illiteracy and low participation rate at primary level of education. Poverty alleviation through educational development should be one of the important strategies. Training in vocational and income-generating skills should be given priority. The literacy campaign of the country is aimed at poverty alleviation. Creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality, and ensuring sustainable development, peace and democracy (UN, 2002a).

Active Community and Parental Involvement

Community Viewing Centers (CVCs) is another successful experience in the world. However, it needs proper and effective implementation and management mechanism. Suitable persons from

the locality will be identified who would manage the CVC. A token amount of Rs.500 per month should be paid as rent to the person who will provide T.V set and VCR for the centre.

Para-teachers from the community, usually women, who would have a secondary or middle school education but not the required teaching qualification, chosen from the community, have been found to be effective in terms of their motivation, dedication and empathy with learners. The services of Para-teachers should be utilized for literacy programmes. Short initial training and strong supervision for teachers seems necessary. In order to keep the costs down and to ensure that teachers acquire the practical pedagogic skills and apply them, a short pre-service orientation is given, but regular supervisory contact and short refresher training should be continued. The community, usually in the form of a parents' committee or a managing committee, should be closely involved in the programme and in ensuring that it functions effectively. Community participation should be ensured.

Simplified Curriculum / Text Material

Simplified curriculum, bridging courses, and focus on practical and essential skills. While the curriculum often follows the primary education contents, the text and learning materials are adapted for the usually abridged course and with an emphasis on practical knowledge and a learner-centered pedagogy. This strategy should be given due focus in future literacy programmes.

Lifelong and Continuing Education

Lifelong and Continuing Education is important aspect of literacy which is, unfortunately, neglected in Pakistan. It needs to be initiated, expanded, and strengthened with an objective to make it a national culture. Continuing Education can be imparted through lecture, seminars, workshops, symposia, short-term courses, and even preparing for certificates, diplomas or degrees.

Strengthening District Government Role

District Governments may be requested to provide the information through union councils for establishment of school/centre. The union councils may compile such information as a routine exercise. Private

firms/third party may also be involved to identify the location for establishment of school/centre. The District Government (District Literacy Cells) should develop the curriculum and contents for the training of teachers and other field functionaries, in collaboration with different agencies. Courses for training of Master Trainers and key functionaries should be held at national and provincial levels. The teachers should be trained by the Master Trainers at the zone and sub-zone levels.

Increase Budget

As rates of illiteracy and ratio of out of school children are higher in Sindh, it should spend more on education. A minimum of 5% of Sindh Education budget should be allocated for Adult Literacy and NFBE programmes in the province.

Mass Movement / NGOs and CBOs Role

Social mobilization and mass media drive to create enabling environment, to bring the out of school children into school. The private sector would also actively participate in this Jihad against illiteracy. Retired teachers, army personnel religious scholars and others may be provided some incentives to open literacy centres. Some NGOs have already opened literacy centres. These centres may need to be increased at the rate of minimum 1,000 centres per year.

Political Leadership

Politicians should play their role whole heartedly in enhancing the literacy rate in their respective areas and motivate local people to send their children to school they should lead EFA movement in their areas; they should also adopt non-functional schools on self basis.

Conclusion

Many countries in our own neighbourhood have managed to overcome illiteracy by means of crash programs. China, achieved the target of increasing the literacy rate dramatically through an operation on military lines. Iran, another neighbour, also adopted a similar strategy, creating a countrywide force of educated persons who went from village to village, spreading literacy. The campaign

there also achieved the objective of virtually eliminating illiteracy. For the improvement of Literacy rate in Sindh province, there is a dire need of taking all sided efforts. In this regard, the Sindh Education Department must involve ministers, advisers, members of national and provincial assemblies, senators, workers of NGOs, social and political groups, and Masjid Madrassahas to ensure maximum outputs from its all mass literacy drives initiated from time to time.

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Perceptions of Students about Mathematics Learning at Grade-X

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Abstract

Learning Mathematics has been associated with socially constructed fear of Mathematics which encourages learners to conceive Mathematics as boring, dry and uninteresting subject. These negative connotations about Mathematics misguide students and they start devaluing it as merely subject of study to pass the examination. The student's learning experiences which include their experience with the uninterested teacher, conventional teaching learning process and a subject itself play a vital role in the formation of their attitudes towards the subject. A survey was conducted to collect views of students. The objective was to study male and female student's perceptions. Questionnaire was used to collect data based on 5-option Likert Attitude Scale. For the present study one hundred and forty male and female science students of public sector of grade x of the year 2007-08 of Karachi Board were conveniently drawn to act as subject for the study. Out of these 140 students there were 70 male and 70 female students. The sample was drawn from District of Malir Town in Karachi. The data were analyzed by comparing the means of male and female students with t-test. Major findings of the study revealed that teacher attitude, teacher motivation, teacher style and teaching methods based on teacher centered approach adversely affect the students' motivation and achievement in Mathematics. It is recommended that Grade X Mathematics teachers should use non conventional teaching approach like constructivist approach which is student centered. It is further recommended that special training programs be organized for Mathematics teacher to develop positive attitude towards this subject and enhance their professional capacity in the delivery of the subject matter.

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Keywords: Perception, Math Anxiety, Constructivist Approach, Conventional Approach, Classical Education,

Introduction

Research has revealed that most students perceive Mathematics as a difficult subject which has no meaning in real life (Countryman, 1992; Sobel & Maletsky, 1999; Van de Walle, 2001). This perception begins to develop at the elementary school where students find the subject very abstract and heavily relying on algorithm, which the students fail to understand. This trend continues up to middle, high school and college. By the time students get to high school they have lost interest in Mathematics and they cannot explain some of the operations (Countryman, 1992).

Mathematics is not a skill that can be learned by observation. Learning mathematics is like learning swimming that can not be acquired by observation alone (Cavadar, 1997). Generally, the students are afraid of studying mathematics. Mathematics anxiety begins at fourth grade and peaks in middle and high school. It can be caused by past class room experiences, parental influences, nature of subject, teachers lack of ability to transfer knowledge, students lack of interest and remembering poor past Mathematics performance. By the 10th grade, many students stop taking Mathematics. Researcher argued that these students have specific attitude towards Mathematics.

According to Countryman (1992), the rules and procedures for school Mathematics make little or no sense to many students. They memorize examples, they follow instructions, they do their homework, and they take tests, but they cannot say what their answers mean. Therefore, student experiences negative reactions towards Mathematics. These may result from past negative experiences with Mathematics and lead to a student's avoidance of Mathematics. This avoidance leads to poor Mathematics preparation, which brings them to poor Mathematics performance. This attitude directly affects male and female students' attitude of learning Mathematics. The study focused to explore and examine the real cause of these perceptions among secondary school students regarding learning Mathematics because Mathematics is a compulsory subject from primary to secondary level in Pakistan

according to National Curriculum of Pakistan 2006. The study also highlighted to create awareness in students to change their attitude towards Mathematics. The other prime probing scenario in this direction was to see if there was a need to change teacher pedagogic skills, students' attitude towards Mathematics, classroom environment and parental attitude towards Mathematics. This study attempts to see the perceptions of male and female students about learning Mathematics at secondary level in Malir district in Karachi.

Background of the Study

Although Mathematics occupies a significant place in secondary school subjects in the province of Sind, its teaching standard is not compatible with the international standards. There are numerous reasons behind this falling standard. There are misconceptions about the teaching of Mathematics. It is thought as a subject based on formulas and its relational understanding is the primary purpose of teacher as well as student; teacher and students do not find any link of Mathematics with daily life, assessment focuses on cramming and regurgitating of facts and so on. Teachers focus on selected topics and themes while teaching Mathematics. The purpose of schools is to complete the syllabus rather than developing conceptual understanding of the students. The situation regarding teaching of Mathematics in District Malir is not so encouraging. Male and female students who pass the subject of Mathematics, even with high scores, do not perform well at higher secondary level. Majority of them have ample knowledge about the rules and formulas, but they are not in position to interpret and understand the variables of the formulae.

Review of Literature

Mathematics is at the heart of many successful careers and successful lives (National Council of Teachers of Mathematics [NCTM], (1998). Hersh (1986) also defines Mathematics as ideas; not marks made with pencils or chalk, not physical triangles or physical sets. Underlying his view of Mathematics is that *knowing* Mathematics is *making* Mathematics (Committee of inquiry into the teaching of Mathematics in school, 1983). These ideas may be predicted or constructed by a combination of teachers' beliefs about the subject or the contents. According to Telese (1997), a

combination of beliefs may be described as belief system, which is restricted, as individuals reflect on their beliefs. Individual teachers possess particular beliefs of varying degrees of conviction that develop into personal perspectives of the subject. The belief system is organized into teachers' conception of Mathematics whose components consist of conscious or subconscious beliefs, concepts, meaning, rules, mental images, and preferences concerning the discipline of Mathematics (Thompson, 1992). Ernest (1988) believes that the teachers' subject conception resides in their belief system by indicating that the key belief components of the Mathematics teacher is the teacher's conception of the nature of Mathematics and his or her belief system concerning the nature of Mathematics as a whole.

While counting the effectiveness of teaching the subject of Mathematics, Bulter and Wren (1960) have dealt extensively on positive and motivational factors that lead to maximization of the effectiveness of teaching Mathematics at secondary level. The subject of Mathematics develops conceptual understanding, reasoning and critical thinking of learner. In teaching of Mathematics at secondary level traditionally, the approach teacher use is teacher centered relying on text books geared towards the passing of examination. To think and work mathematically requires conceptual understanding. Conceptual understanding has also been described as "conceptual knowledge" (Anderson, 2000: Brittle-Johnson et al. (2001) found that developing students' procedural knowledge had positive effects on their conceptual understanding, and conceptual understanding was a prerequisite for the students' ability to generate and select appropriate procedures. To think and work mathematically require understanding. By coming to such understandings through their formal education, students are prepared to apply mathematical knowledge and skills when appropriate, to solve new problems, and to better comprehend unfamiliar situations. School Mathematics is widely criticized for its emphasis in memorization and algorithms (Good, Grows, Ebmeer, 1983 Stodolsky). Considerable evidence suggests that few students develop conceptual understanding of Mathematics in school (Dossey Lindquist and chambers, 1987).

For many years now, researchers have investigated children's mathematical ideas and conceptions as well as their development (Althouse 1994; Even and Tirosh, 2002). Most of the results of these studies suggest that learning Mathematics is complex, takes time and is often not understood by many teachers (Even & Tirosh 2002). Attempts to develop theories that describe how students learn Mathematics continue to evolve. A prominent example is the van Hiele theory, one of the most comprehensive theories formulated concerning geometry learning. Pierre and Dina van Hiele developed the theory almost half a century ago (Even & Tirosh, 2002). The theory states that when students learn geometry, they progress from one discrete level of geometrical thinking to another. This theory contributed to the learning of geometry by proof. The van Hiele theory also suggests phases of instruction that help students progress through the levels of geometry. In addition to Even and Tirosh (2002) some researchers have approached theory building differently from the van Hiele approach.

Although Mathematics educators have taught Mathematics based on different learning principles, today most educators believe that knowledge is not and cannot be placed inside learners' heads; rather learners construct their own knowledge by selectively using experiences around them (Althouse, 1994; Cathcart, et al., 2001; von Glasersfeld, 1995). Grant (1996) views learners not as passive receivers of knowledge, but as active participants who construct knowledge for themselves and filter it through their existing knowledge. This view has implications about how teachers teach Mathematics and monitor the learning process. Teachers of young children know that children enter school with some knowledge of Mathematics (Baroody and Coslick, 1998).

Children come to pre-school or school are able to differentiate small quantities from large quantities, short pieces from long pieces and they understand concepts such as "threeness" (Althouse, 1994; Baroody and Coslick, 1998). Althouse (1998) contends that children are inquisitive by nature. Whether in school or at home, children like to explore feel, and smell things (Althouse; Baroody and Coslick, 1998). Cruikshank and Sheffield (2000) describe primary school students as natural learners. Their potential and energy for learning

Mathematics are considerable and they regard Mathematics as any other subject (Cruiksshank and Sheffield, 2000). Some children perform better in a more structured setting while others prefer a less structured environment (Bezuk et al., 2001).

Understanding how people learn Mathematics can help teachers in a number of different ways (Baroody, 1987). For example, it can help make decisions about the appropriateness of particular methods and materials, and about when particular topics should be taught. It can assist in making sensible choices about how to assess students, progress. It can prepare for the likely difficulties that students might experience and indicate possible strategies for preventing or remedying such difficulties. The concrete nature of Mathematics and its focus on problem-solving require exposure of teachers who are of different subject disciplines to instructional techniques that could assist their teaching of Mathematics concepts especially those concepts perceived difficult to teach.

Cockcroft (1982), Nuffied (1967) and Oyeneye (1996) have identified the support of teaching and learning of Mathematics with relevant concrete materials and learners' participation through interaction with the concrete materials as being effective in promoting a meaningful understanding of Mathematics contents.

The acquisition of Mathematical language requires understanding the process involved in arriving at solution. The process here refers to the various techniques employed to arrive at the correct solution (s) to a given problem. An example of such Technique is the Active Learning Technique (ALT). In acquisition of Mathematics knowledge, emphasis is more on the process of understanding rather than the products or solutions to the given problems Active Learning Technique (ALT) is an instructional technique with focus on the learner interacting with the subject matter content of a course through active participation generating of ideas, rather than be a passive listener and a receiver of knowledge. It also requires that the teacher acts as a facilitator rather than a. Lessons on ALT must be activity oriented. It should allow pupils' active participation in learning to be meaningful. It should relate content to daily experiences of the pupils, and should provide opportunities for both

sexes to take active roles in the lesson. It must also be culturally rooted.

A number of factors may influence the teaching of Mathematics, but teachers play an important role in the teaching process. The common belief in society is if a Mathematics teacher knows Mathematics very well, he or she is the best person to teach Mathematics. But what about “knowing to teach Mathematics”? Fennema and Franke (1992) determined the components of Mathematics teachers’ knowledge as: knowledge of Mathematics, content knowledge, the nature of Mathematics, The mental organization of teacher knowledge, knowledge of Mathematical representations, knowledge of students, knowledge of students’ cognitions and knowledge of teaching and decision making.

The first item is about having conceptual understanding of Mathematics. Fennema and Franke (1992) argue that if a teacher has a conceptual understanding of Mathematics, this influences classroom instruction in a positive way; therefore, it is important to have Mathematics knowledge for teachers. Teachers’ interrelated knowledge is very important as well as procedural rules. They also emphasize the importance of knowledge of mathematical representations, because Mathematics is seen as a composition of a large set of highly related abstractions. Fennema and Franke (1992: 153) state that ‘if teachers do not know how to translate those abstractions into a form that enables learners to relate Mathematics to what they already know, they will not learn with understanding. Mathematical knowledge is related to content knowledge, while knowledge of students and knowledge of teaching are related to pedagogical content knowledge. Schulman (1995) defines content knowledge as the knowledge about the subject, for example Mathematics and its structure. According to Schulman (1995: 130), pedagogical content knowledge includes, ‘the ways of representing and formulating the subject that make it comprehensible to others’... ‘an understanding of what makes the learning of specific topics easy or difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons’.

Objectives of the Study

The study was conducted with a focus on the following objectives:

- To investigate the classroom practices of secondary school teachers about teaching Mathematics.
- To identify the relationship between students phobia of Mathematics learning and Mathematics teachers attitude.
- To know the role of parents in students Mathematics phobia at secondary level.
- To elucidate the role of teachers in creating fear amongst male and female students of Mathematics

Basic Assumptions

It was assumed that there was a fear of learning Mathematics at grade-X science group male and female students due to inappropriate teaching methodology. Parental attitudes towards Mathematics influence students' Performance. It was also assumed that students' perceptions about learning Mathematics affect their achievement in Mathematics.

Research Hypotheses

- H₀₁:** There is no significant difference in mean score of perceptions of male and female students about learning Mathematics as a content-focused subject
- H₀₂:** There is no significant difference in mean score of the perceptions of male and female students about learning Mathematics as teacher –centered
- H₀₃:** There is no significant difference in mean score of the perceptions of male and female students about parental attitudes regarding learning Mathematics
- H₀₄:** There is no significant difference in mean score of the perceptions of male and female students about Mathematics as teacher-related inefficiency to relate Mathematics with daily life examples.

Research Methodology

The study was delimited to all Public Sector Secondary Schools of Karachi Malir Town in the province of Sindh so its finding should not be generalized beyond its scope. It is also restricted in that the resources; equipments and access to data are limited to participant whose size limits its generalization.

Therefore, a descriptive mode of enquiry was used to know how male and female students perceive about learning Mathematics at secondary level. This research was designed in quantitative paradigm. A survey type study was designed to achieve the objectives of the study. Data was analyzed through questionnaire in order to elicit the perceptions of students about learning Mathematics at secondary level.

Sampling Design

The target population of the study was all male and female science students of 2007-2008 grades X public sector secondary schools of Malir Town Karachi. It also adopted convenient sampling design. Malir Town was theoretically divided into Seven Union Council. There are twenty three boys' public secondary schools and fifteen girls' public secondary school in Malir town. One male and one female public secondary school from each Union Council were selected. In this way seven male public secondary schools and seven female public secondary schools were conveniently selected from thirty eight secondary schools of Malir Town. Then ten students from each school were included in the sample which represented all the characteristics of the target school population. A 0.05 level of rejection was used using two tailed Hypothesis with the paired samples of 70 male and 70 female secondary science grades X students. The test value above 1.96 was used for rejecting Ho.

Research Instrument

The data was generated through questionnaire. The responses were collected on a five-point Likert scale from students with response options; 1 strongly disagrees, 2 disagree, 3 undecided, 4 agree and 5 strongly agree. The questionnaire contained ten variables with thirty statements. Each statement probed the variables three times for the estimation of internal consistency measure called Cronbach Alpha.

The final Instrument was divided into two parts. Part A comprised demography of respondents whereas Part B comprised students' perceptions about learning Mathematics. Questionnaire was answered by all the participants. The four independent variables included Content Focus (CF), Teacher-Centered Approach (TCA), Parental Attitude (PA) and Teacher Efficiency (TE).

Pilot Study

A pilot study was conducted on a small sample of n=25 students. The draft questionnaire was tried out on a sample of 12 male students and 13 female students in order to refine each item of the questionnaire for meaningfulness and time management. This process tremendously helped in refining and fine-tuning the tools. Reliability measure was also the major concern of the pilot test.

Reliability and Validity

The content and criterion validity were ensured through discussion with pedagogic domain experts. When constructing Likert Scale, a pool of statements needed to be generated that were relevant to the target attitude was generated. The statements were drawn from the relevant content field in consultation with the experts and review of the related literature.

Then a trial test was administered to a number of n= 25 students and later consulted with experts. In this process some of the items of the questionnaires were modified and some of them dropped. Only the items that correlated with the study variables were retained. In this way internal consistency was ensured. The reliability analysis was ensured through SPSS-V17. Cronbach Alpha was estimated as the internal consistency measure pertaining to the responses of the study participants. Table.1 illustrates the reliability measures.

Table-1: Scale: Students' Perceptions

Case Processing Summary		
Cases	N	%
Valid	140	100.0
Excluded ^a	0	0
Total	140	100.0

Table-2: Reliability Measure

Reliability Statistics	
Cronbach Alpha	No. of Items
0.838	30

Data Collection

The data was personally collected by the researcher. This helped to fulfill all prerequisites and official requirements of the research to be conducted in the public sector secondary schools to ensure the ethical and legal strength of the study. All instruments were personally administered by the investigator to the respondents. Although this procedure was time consuming, it did yield a high rate of return and provided an opportunity to the investigator to answer any question of the respondents regarding the questionnaire. Permission was also obtained from the principals of public sector school. They were ensured that data collected through their organizations would be used solely for research purposes. Acceptable reasons were allowed to be sent through e-mail. All the incomplete or incorrectly filled questionnaires were rejected to be included in the data analysis.

Data Analysis

Descriptive and Inferential statistical techniques were used for analyzing the data. Independent Sample t-test was used to test the four hypotheses.

Table-3: Hypotheses Testing

Hypotheses	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% C.I of Difference	
						Lower	Upper
Ho1	-.061	138	0.951	-.00476	.07766	-.15832	0.14880
Ho2	3.360	138	0.001	.36071	.10734	0.14847	0.57296
Ho3	1.999	138	0.048	.31905	.15959	0.00349	0.63461
Ho4	3.800	138	0.000	.47143	.12405	0.22651	0.71671

Findings and Discussion

Research Findings

- From table 3, it is obvious that there is no significant difference in mean score of perceptions of male and female students about learning Mathematics as a content-focused subject. The test was found to be insignificant.
- From table 3, it is obvious that there is a significant difference in mean score of the perceptions of male and female students about learning Mathematics as teacher – centered. The test was found to be significant.
- From table 3, it is obvious that there is a significant difference in mean score of the perceptions of male and female students about parental attitudes regarding learning Mathematics. The test was found to be significant.
- From table 3, it is obvious that there is a significant difference in mean score of the perceptions of male and female students about Mathematics performance as teacher-related inefficiency to relate Mathematics with daily life examples. The test was found to be significant.

Discussion

Focusing on the content that the teachers should know conceptually, including that which is above the levels they are teaching should help to develop deeper content knowledge. There is a growing body of

evidence that the teacher content knowledge affects teachers' use of standards-based teaching practices and student achievement. Schools are only as good as their teachers, regardless of how high their standards, how up-to-date their technology, or how innovative their programs. Our system of education does not focus on the comprehension of the subject but on rote memorization. Teachers should improve their pedagogical and content knowledge. There is a growing body of evidence that the teacher content knowledge affects teachers' use of standards-based teaching practices and student achievement. Schools are only as good as their teachers'. Teachers need to develop critical understanding of Mathematics' subject matter, so that they are able to develop cognitive abilities among the learners. There is need to modernized the content of Mathematics at secondary level. Curriculum developers should include such examples and activities in textbooks that promote critical thinking and reasoning abilities in students.

This research study shows that students perceive learning mathematics as a teacher –centered. It means students perception about learning mathematics is that mathematics is difficult due to teacher attitude, teacher way of teaching that is lecture method, and teachers have lack of motivation that they do not provide feed back to students. It means teachers play a critical role in creating math anxiety in students. This research study shows that teachers are not in a position to satisfy the mathematical needs of students. Teachers in public sector adopted lecture method which did not fulfill the requirements of today's child. Their teaching did not includes most crucial aspects of pedagogy, presentations, interactions, group work, discipline, humor, questioning, and discovery and inquiry instruction. Teachers did not realize the importance of testing and evaluation as an extension of instruction, not as separate from the instructional process. While teaching grade X Secondary Mathematics, the emphasis should be on the use of student-centered teaching styles rather than the traditional teacher-centered styles. Teachers should adopt constructive approach in Mathematics teaching instead of traditional teacher-centered design.

It is therefore, concluded that this research study shows Parental attitudes towards mathematic influence students' mathematics

learning. Research suggests that the home environment has a powerful and long-term impact on children's life-long learning. Parents set the stage for children's learning through the beliefs they hold and the ways they behave. There are many ways parents can create a supportive family learning environment. Child will benefit greatly if parents maintain a positive, encouraging attitude. And whether or not parents completely understand their child's math assignments, parents can still help as he or she progresses through school by asking the right questions, helping their child approach the problems with the right attitude, and getting extra help from the teacher or a tutor as needed. Parents should involve themselves in their children's studies and should develop positive attitude about their children learning Mathematics.

This research study shows that students Mathematics learning is affected due to teachers' ability to relate mathematics with daily life examples. Teachers have the lack of active or inquiry learning and they do not relate the mathematics problems with daily life examples for classroom practice. They do not use effective and relevant pedagogy and do not provide opportunities for reflection, practice, and feedback to the students about learning mathematics. There are numerous researches that indicate that teachers avoid using different teaching strategies that come under the umbrella of constructivist approaches while teaching mathematics. These approaches include use of brainstorming, concept- mapping, relating mathematical concepts with students' daily life. This will not only help teachers to improve upon their mathematical understanding about constructivist approach but will also help to develop the conceptual understanding, reasoning ability of students. The majority of those teachers, teaching in public school is incompetent. They use out dated methods in the classroom that cannot motivate and involve the students in meaningful learning activities. They follow teacher-centered and traditional approaches to teach students that do not include daily life examples and activity-based methods of learning. It shows that the teacher community is ill and ill taught at our teacher training institution. They are not able to teach students effectively without the use of the modern techniques and students-centered teaching. The teaching methods used by them make the environment of the classroom dull, uninteresting and boring. The students feel

boredom and fatigue in the classroom, and as a result the learning process becomes monotonous, dull and boring. They are not able to teach students. Special emphasis should be placed on methods and strategies for teaching in order to eliminate typical student's misconceptions towards subject.

Conclusion

It is found in the present study that students Mathematics learning is affected due to teachers' ability to relate Mathematics with daily life examples. Focusing on the content that the teachers should know conceptually, including that which is above the levels they are teaching should help to develop deeper content knowledge. An additional focus on methods and strategies for teaching along with common student misconceptions and error patterns (Ashlock, 2005) should help to improve the teacher's pedagogical content knowledge. There is a growing body of evidence that the teacher content knowledge affects teachers' use of standards-based teaching practices and student achievement. Schools are only as good as their teachers, regardless of how high Teachers must relate the Mathematical problems with daily life examples for classroom practice. This will not only help teachers to improve upon their Mathematical understanding about constructivist approach, but will also help to develop the conceptual understanding, reasoning ability of male and female students. Thus it can be concluded that male and female students perceive learning Mathematics teacher-centered.

Recommendations

The following recommendations are made for stakeholders such as teachers, parents, teacher educators, curriculum developers and policy makers.

- While teaching grade X Secondary Mathematics, the emphasis should be on the use of a student-centred teaching style rather than the traditional content-centred teaching style. Differences in the perceptions of students as needs to be addressed and a common approach is recommended at male and female secondary education level for teaching Mathematics.

- Teachers should change their perceptions of Mathematics teaching from the traditional teacher-centered design towards a more student-oriented design.
- Teachers should need to develop critical understanding of Mathematics' subject matter, so they should help students to create useful cognitive maps, relate one idea to another, and address misconceptions.
- Teachers should relate Mathematical concepts with daily life examples and to enable students to make connections of these Mathematical concepts with real life experiences.
- Teachers should motivate female students; develop their self-esteem, self confidence by teaching in a more interesting and creative manner and to enable male and female students to come to believe that learning Mathematics is relevant and worth studying.

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Human Resource Management at Teacher Education Institutions in Pakistan: A Total Quality Perspective

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Abstract

The Total Quality Management (TQM) is the people oriented approach to managing business that seeks customer satisfaction by improving continuously the products and services of the organization. The success of TQM in business encouraged educational institutions to apply its principles for improving education quality. As an integral part of quality management, the processes of human resource management (HRM) range from employee selection to training and career progression. As a matter of fact, well-managed faculty/ staff tend to be more effective in satisfying needs and expectations of the external customers/ stakeholders of the institution. This paper presents and discusses findings of a survey study that involved 33 Departments/ Institutes of Education at 19 public universities of Pakistan. The study was designed to explore the human resource management practices in the given institutions, and compare teachers' perceptions by gender and by old and new institutions. The data was collected by administering a self-constructed Likert type scale (Reliability Coefficient = 0.84) to 526 teacher educators. It was concluded that teacher educators as a whole were dissatisfied with the HRM practices at their respective TEIs; there was similarity in the perceptions of male and female teachers on majority of aspects; and old teacher education institutions (TEIs), compared to new institutions, appeared to be better in managing their human resources. It was suggested that TEIs must launch need-based faculty training programmes and take tangible measures to improve working environments of the institutions.

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Key Words: Total Quality Management, Human Resource Management, Education Quality, Teacher Education, Faculty Development, Teachers' Satisfaction

Introduction

Grounded in the works of quality Gurus such as Deming, Juran and Crosby, the total quality management (TQM) refers to "management philosophy and company practices which aim to harness the human and material resources of an organization in the most effective way to achieve the objectives of the organization" (British Standards Institution (1999, p. 8). Drawing on various authors' explanations, Michael, Sower and Motwani (1997) define TQM as "a general management philosophy and set of tools which allow an institution to pursue a definition of quality and a means for attaining quality, with quality being a continuous improvement ascertained by customers' contentment with the services they have received" (p.114). TQM is based on some core concepts which include commitment and active involvement of management; untiring focus on internal and external customers; employees' effective participation and utilization; continuous improvement of processes; partnership with suppliers; and determining performance standards for the processes (Charantimath, 2006). Hence, TQM is essentially a people-oriented approach that implements the quality policy through developing a quality culture in an organization. Its ultimate aim is to continuously improve all aspects of organization- processes, products and environment. From the TQM perspective, customers' satisfaction, in terms of meeting or exceeding their needs, emerges as a central phenomenon which serves as a measure of quality.

The success of TQM approach in business encouraged higher education institutions, especially in developed countries, to follow and inculcate the principles of TQM in their academic and administrative activities. The important benefits of TQM to HEIs among others are costs reduction; improvement in employees' morale, performance and sensitivity to customers' needs; better team work among departments; bridging the gap between faculty and staff/administration; improved quality; and continuous development of every member of the organization (Bemowski, 1991; Coate 1990; Harris & Bagget, 1992; Lewis & Smith, 1994). Within the broad

framework of TQM, a number of quality management models have been developed by authors/organizations and practiced by different institutions of higher education. HRM/ people based management/ faculty management forms the core component of such models e.g. Business Excellence Model (Kanji, 1998), TQS Model (Sureshchandar, Rajendran & Anantharaman, 2001), EFQM Excellence Model (European Foundation for Quality Management, 2003), University Quality Assessment Model (Raouf, 2006), TQM Framework (Venkatraman, 2007), Baldrige Education Criteria (Baldrige National Quality Program, 2008).

Human resource management (HRM) process refers to “activities necessary for staffing organization and sustaining high employee performance” (Robbins & Coulter, 2005, p.283). Integrated with the whole organization, HRM aims at identifying the characteristics of required employees, and acquiring, training and managing them so that they can perform the assigned duties effectively and efficiently. The main HRM activities include recruitment and selection, orientation, employee training, employee performance management, compensation and benefit, career development, and employee empowerment and involvement. (Kaila, 2005; Robbins & Coulter, 2005; Sureshchandar, Rajendran & Anantharaman, 2001). Based on their study on the organizations that won international quality awards, Hamzah and Zairi (cited in Kandula, 2004) have identified 13 HRM practices classified into three categories, which are helpful in successful adoption of TQM. They include: i) Leadership (top management commitment, resource assistance/support, use of recognition/motivation tools), ii) People management (clearly stated HRM policy, creation of management structures, extensive training and development, employees’ involvement in TQM implementation, on-going communication with employees, employees’ empowerment, culture-based teamwork), and iii) People satisfaction (use of employee attitude surveys, analysis of survey results through benchmarking, self-assessment of employees’ satisfaction and HRM effectiveness). The effective management of human resources can be instrumental for improved quality of products and services and may give competitive advantage to the organizations including all kinds of educational institutions. Teacher education sector may also benefit

from the quality principles because TQM is matched with the values of teacher training institutions (Chaudhry & Sadaf, 2008).

In Pakistan, an array of teacher education institutions (TEIs) is involved in preparing teachers for different levels of schools and arranging in-service training for the existing educators. The total number of teacher education/ training institutions in the country including Azad Kashmir and Northern Areas is 270, of which 227 are run by public sector and 53 are operated by the private sector (UNESCO, 2006). Teacher education at university level is provided by the University Departments of Education/ IERs which operate under either Faculty of Arts/ Social Sciences or Faculty of Education. At present, 21 public universities including Allama Iqbal Open University (AIOU) Islamabad and Azad Jammu and Kashmir University Muzaffarabad have Departments of Education/ IERs. Major teacher education programmes offered by them include B.Ed., B.S.Ed., M.Ed., M.A. Education, M.Phil. and Ph.D. (Education). The management of these departments/institutes is closely linked with the overall management and governance structure of the universities.

Teacher education institutions in Pakistan have been severely criticized by the academicians and other stakeholders for the poor quality of teachers' preparation. One of the significant reasons for this gloomy state of affairs, among others, is selection, competence, training and commitment of teacher educators (Baig, 1996; Chaudhry, 1990; Dilshad, 2007; Government of Pakistan, 1998; Iqbal & Chaudhry, 2000; Shah, 1999; UNESCO, 2008). Kizlibash (1998) observes that "a random interview of the staff at these institutions would yield the profile of a disillusioned, professionally inactive, and poorly paid individual" (pp.103-104). As a matter of fact, the quality of teacher education can not be improved and sustained until teacher educators are provided with adequate training opportunities, remuneration and work environment, which is the function of human resource management. However Higher Education Commission (HEC), since its inception in 2002, has taken a number of measures focused on quality improvement of higher education sector. The significant initiatives include extensive faculty development programme, hiring of foreign faculty for public universities, revision of curricula, increased research grants,

competitive tenure track system for faculty appointment, structural changes in governance and management of higher education institutions, and up-gradation of laboratories, library resources and student support services. In order to develop and implement the quality assurance mechanism at institutional level, Quality Enhancement Cells (QECs) have been established at 30 universities in two phases. Apart from extensive indigenous training opportunities, 1000 students are being sent abroad annually under foreign scholarship programme (HEC, 2008). These initiatives coupled with effective planning and management of human resources at institutional level may contribute significantly for updating the quality of teacher training at public universities. Since HRM is considered a critical factor for effective implementation of quality management measures and attainment of quality-related goals (Bhatti & Tauqeer, 2006; Jadoon & Jabeen, 2006; Kaila, 2005), there arises a need to investigate the effectiveness of HRM activities for improving quality of teacher preparation at universities in Pakistan.

Objectives of the Study

This study was designed to study the human resource management practices at teacher education institutions in Pakistan. The research was delimited to the Departments/Institutes of Education operating at public universities of Pakistan, which were engaged in preparing pre-service elementary and secondary school teachers. The main objectives of the study included investigating existing human resource management practices at TEIs, comparing teacher educators' perceptions about HRM by gender and by old and new TEIs, and identifying problems related to HRM at TEIs.

Research Methodology

This study was descriptive by nature and survey method was used to collect data. Teacher educators including heads of Education Departments/Institutes at public universities of Pakistan formed the population of study. A list of public universities was obtained from the website of Higher Education Commission (HEC) (www.hec.gov.pk). Further, the websites of individual universities were visited to identify the Departments of Education/ IERs, and prepare the list of teacher educators. It was found that in total 33 Departments of Education/ IERs at 19 public universities excluding

Allama Iqbal Open University (AIKU) Islamabad and Azad Jammu and Kashmir University Muzaffarabad were providing pre-service teacher education. These 19 universities were located in four provinces and capital of Pakistan. Since the number of teacher educators/HODs was limited, all the population was taken as sample. Hence, no sampling procedure was undertaken for the study.

Out of 372 teacher educators who returned the questionnaire, majority were male (53.5%) and Lecturers by designation (61.3%). Forty two percent of them had M.A./M.Sc .+ B.Ed./M.Ed. qualification, and 29.8% had 1-5 year teaching experience. Respondents whose age ranged from 31-40 years were 40.1%. More than half of the respondents (50.8%) belonged to University of Education, Lahore, which is the largest public teacher education institution operating with ten campuses in Punjab province. On the basis of their date of establishment, the TELs were classified into two groups' i.e. old and new institutions. The collected data shows that 115 (31%) teachers belonged to old institutions (established before 2002) whereas 257 (69%) teachers were working in new institutions (established in or after 2002).

The Research Instrument

The relevant literature on human resource management and teacher education was surveyed extensively to construct the questionnaire which was validated mainly by logical and judgmental means. Ten experts were requested to judge the face validity and content validity of the questionnaire items. The Cronbach Alpha for the questionnaire was 0.84, which shows high reliability of the scale. Cohen, Manion and Morrison (2007) maintain that the questionnaire is considered highly reliable if the Cronbach Alpha coefficient ranges from 0.80 to 0.90. The final version of questionnaire consisted of three parts. Part I contained demographic information (gender, age, designation, qualification, experience and institution) while part II comprised 17 positive statements regarding HRM on five-point Likert scale. The response options for each statement ranged from strongly agree to strongly disagree. Two open ended questions pertaining to problems and suggestions were also included in part III of the questionnaire.

Collection and Analysis of Data

The process of data collection lasted for seven months (from September 2007 to March 2008). Since the universities included in the study were located in scattered geographical areas across the country, help in data collection was taken by eight research associates (faculty members of public universities) who were briefed about the objectives of the study and instrument personally and on phone. The questionnaire was administered to 526 male and female teacher educators employing various methods of data collection i.e. mailing the copies of questionnaire, approaching the respondents personally, and reminding them through phone calls and e-mails. The respondents were given enough time for completing the questionnaires. As a whole, 372 questionnaires were returned and the return rate was found to be 70.72%. In order to arrive at findings and conclusions, descriptive and inferential statistics were applied using the Statistical Package of Social Sciences-Version 14 (SPSS). The mean response value along with standard deviation was calculated to see teachers' extent of agreement with each statement (shown in Table 1). Applying t-test of independent samples, teacher educators' views about HRM practices were compared by gender (shown in Table 2) and by type of institution (shown in Table 3). Statistical significance for t-test was determined at 0.05 alpha levels. It was observed that majority of teachers did not respond to the open ended questions.

Findings

1. Recruitment process

Two items were included about the recruitment process. The mean response value for objectivity in recruitment process was found to be 2.77, which indicates teachers' negative perception. No significant difference was observed in the perceptions of male and female teachers on this aspect. Teachers from both old and new institutions also held similar opinions. Teachers also showed their disagreement (mean = 2.62) with the statement that work values and professional ethics were used as criteria for selection of teachers. On this aspect, there was no gender difference, and no significant difference was observed in the perceptions of teachers from both types of institutions.

2. Commitment and competence of teachers

With no significant difference by gender, faculty members were equally satisfied with the commitment and competence of teachers (mean = 3.45). However, statistically significant difference ($t = 2.456$, $p = .014$) was noted in the perceptions of teachers from old and new institutions. The views of old institutions' teachers, in contrast to teachers from new institutions, were relatively more positive.

3. Teachers' responsibility for the quality of their own work

Teachers, with no significant gender difference, agreed with the statement that teachers took responsibility for the quality of their own work (mean = 3.51). However, the perceptions of teachers from old and new institutions were significantly different ($t = 3.389$, $p = .001$). Teachers of old institutions' gave relatively more favourable opinions on this aspect.

4. Professional development opportunities

Without any significant gender difference, teachers were dissatisfied with the professional development opportunities for the faculty (mean = 2.20). There was also no significant difference in the views of teachers from both types of institutions.

5. Existing faculty training programmes

Three items were related to training programmes. Teachers were dissatisfied with the emphasis given on quality management skills (mean = 2.16) and communication skills (mean = 2.55) in the existing faculty training programmes. With no significant gender difference, faculty of both types of institutions recorded similar opinions on these two aspects. Both male and female teachers agreed with the statement that pedagogical skills were emphasized in the existing faculty training programme (mean = 3.58). On this item, similar views were held by the teachers from both types of institutions.

6. Consultation with teachers in decision making

As regards consultation with teachers in decision making, teachers with no gender difference expressed their satisfaction (mean = 3.21). However, institution-wise significant difference ($t = 5.351$, $p = .000$)

was noted in the perceptions of respondents. In comparison with new institutions, teachers of old institutions gave more positive opinions.

7. Teachers' feedback on department's functioning and performance

The mean score (3.14) reflects the respondents' satisfaction with teachers' feedback on the department's functioning and performance. No significant difference was observed in the views of male and female teachers, but the perceptions of teachers of old institutions were significantly different ($t = 4.835$, $p = .000$) from their counterparts of new institutions. Faculty members of old TEIs, compared to teachers of new institutions, were more satisfied on this aspect.

8. Delegation of authority

Teachers disagreed with the statement that authority was delegated to faculty members (mean = 2.63). No gender-wise and institution-wise difference was observed in the perceptions of respondents.

9. Academic freedom

Positive perceptions of teachers were recorded on the academic freedom given to faculty members (mean = 3.30). There was no significant gender difference in the views of respondents. However, statistically significant difference ($t = 4.145$, $p = .000$) was noted in the perceptions of teachers from old and new institutions. Relatively more favourable opinions were expressed by teachers of old institutions.

10. Team work

It is observed that respondents exhibited slightly favourable opinions about the encouragement of faculty members to work in teams (mean = 3.08). Neither gender difference nor institution-wise difference was observed in the perceptions of teachers.

11. Teachers' professional relations

Positive perceptions of respondents were recorded about teachers' professional relations (mean = 3.85). On this aspect, statistically significant difference by gender ($t = -2.141$, $p = .033$) and by institution ($t = 2.103$, $p = .036$) was noted in the opinions of male

and female teachers. Female faculty members elicited more positive views about this item, whereas comparatively more satisfaction was expressed by teachers of old institutions.

12. Evaluation of teachers' performance

Evaluation of teachers' performance (mean = 2.82) received negative views of teachers. On this aspect, no significant difference was observed by gender and by type of institution.

13. Teachers' satisfaction with the work environment

The mean response value (2.77) shows that teachers were dissatisfied with the work environment. It is evident from the t-test statistics that both male and female teachers ($t = -2.139$, $p = .033$) and faculty members of old and new institutions ($t = 2.892$, $p = .004$) held significantly different opinions about this aspect. In contrast to male respondents, female teachers gave more positive views about this item. On the other hand, teachers of old institutions expressed relatively more favourable opinions about the work environment.

14. Staff development as a priority of institution

Teachers showed their dissatisfaction with the staff development as a priority of institution (mean = 2.65). In the perceptions of male and female respondents and that of teachers from old and new institutions, no significant difference was observed on this aspect.

Discussion and Conclusions

Human resources play a vital role in carrying out the core activities of an organization, and materialize its vision and mission. As a matter of fact, satisfied employees work more diligently for satisfying the needs and expectations of the organization's customers. Hence, HRM including management of faculty/ staff in an educational institution becomes a decisive factor in imparting quality education and meeting its stakeholders' requirements. Teacher educators were asked to express their views about various aspects of human resource management at teacher education institutions. The results indicate that teacher educators as a whole were not satisfied with the HRM practices at their respective institutions, but the cumulative mean (2.96) is very close to neutral mean (3.0). There are a number of aspects related to human resource

management for which teachers' positive perceptions were recorded. They include teachers' professional relations, emphasis on pedagogical skills in faculty training programme, teachers' responsibility for the quality of their own work, commitment and competence of teachers, academic freedom given to faculty members, consultation with teachers in decision making, encouragement of faculty members to work in teams, and teachers' feedback on the department's functioning and performance.

The results regarding teachers' professional relations are in line with the findings of Dilshad's (2007) study. However, findings on teachers' commitment and competence contradict with Isani & Virk's (2004) conclusion that teacher educators' current position in relation to adequate professional competencies and training is alarmingly weak. Similarly, different results were reported by Hamid-ullah (2005) who found that compared to faculty of private universities, teachers of public universities were less competent in creative thinking and active participation. Teachers gave negative opinions on objectivity in recruitment process, evaluation of teachers' performance, and teachers' satisfaction with the work environment. Teachers also exhibited their clear dissatisfaction with the staff development as a priority of institution, delegation of authority to faculty members, work values and professional ethics used as criteria for selection of teachers, professional development opportunities for teachers, and emphasis on quality management skills and communication skills in faculty training programmes.

The Departments/ Institutes of Education at public universities of Pakistan lack objectivity in recruitment process, and this finding is consistent with Khan's (2005) conclusion that unions and different pressure groups manipulate the selection process of university teachers to serve their vested interests. As regards professional development opportunities for teacher educators, the findings support the results of studies reported by Hamid-ullah (2005), Iqbal (2004), and Jadoon and Jabeen (2006). On the other hand, the results on this aspect are not consistent with Dilshad's (2007) finding that professional development of teacher educators was perceived satisfactory by their students. Quality management skills and communication skills are not given due emphasis in the existing

training programmes for teacher educators. Bhatti and Tauqeer (2006) also found in their study that public universities need to arrange TQM-related workshops and seminars for the faculty to enable them to implement quality principles. Research shows positive relationship between communication ability of faculty, and instructional effectiveness and students' learning (Siddiqui, 2006). In her study conducted for need assessment of faculty training programme, Siddiqui (2006) found that university teachers in Pakistan identified communication skill as the most important area to be included in their future training. On contrary, the results of this study indicate that development of communication skills are ignored in the faculty training at Departments/ Institutes of Education in public universities. In line with this study's findings, Ali (2005) also reported teachers' very low-level satisfaction with the faculty development programmes of the universities.

It is observed that work conditions/ environment are not supportive for teacher educators at public universities, which is in line with the findings of Hamid-ullah (2005) who concluded that compared to private sector universities, public universities have highly qualified faculty but are less productive due to absence of attractive salary structure. The similar observation was made by Bhatti and Tauqeer (2006) about the weak pay structure of university teachers in Pakistan. The gender-wise comparison of results shows that perceptions of male and female teachers were significantly different only on two statements i.e. teachers' professional relations and teachers' satisfaction with the work environment. In contrast to male teachers, female faculty members elicited more positive views about these two items. It may be due to the fact that culturally women in Pakistani society tend to be more compromising and less vocal in expressing their concerns, discontentment and criticism about the surrounding.

Statistically significant difference was noted in the perceptions of teachers from old and new institutions on seven items: commitment and competence of teachers, teachers' responsibility for the quality of their own work, consultation with teachers in decision making, teachers' feedback on the department's functioning and performance, academic freedom given to faculty members, teachers' professional

relations, and teachers' satisfaction with the work environment. The old TEIs appear to be comparatively stronger on all these aspects of human resource management. They have the advantage of relatively better faculty, improved physical facilities, and established norms for academic and administrative work. On the other hand, TEIs established after 2002 seem to be lacking in basic infra-structure, experienced teaching staff and effective institutional management.

The major problems identified by teacher educators include fewer opportunities for professional development, heavy workload, low salary, and lack of coordination between university management and faculty members.

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Closing the Gap between Private and Government Undergraduate Medical Education

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Abstract

Private undergraduate education has always been considered better than the government sector in most if not all areas of education. Can this generalization be applied to private medical education in Pakistan? To find out, in 2006 in the cities of Lahore and Rawalpindi in Pakistan, in a qualitative study sixty three students in third year and 72 in final year in the private sector (total 135) and eighty one in third year and 66 in the final year (total 147) in the government medical colleges were interviewed. There were no differences in the level of knowledge base, tutor support, social support, motivation and time management in the third year. The final year students in the private medical colleges were less confident of their knowledge base and in their abilities and competence in practicing medicine. Also, they thought they were working less hard and spending more time in social activities as compared to their government sector counterparts. However, they were confident in passing their finals, in securing a house job or going abroad for higher education. The private sector clinical years can be improved through integration with government sector in the larger acute government hospitals.

Keywords: Private Sector Medical Education, Government Sector Medical Education, Interview.

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Introduction

Over the last five years Pakistan has seen rapid expansion of the medical education into the private sector. This has followed the expansion of medical care into private institutions. The key factor has been the establishment of large private hospitals that could rival their government counterparts in the services offered under one roof (Bansal, 2003). Previously the private medical sector consisted of individual doctors practicing on their own. As these individual establishments combined to form large multistoried constructions offering a range of medical services across the entire medical spectrum including diagnostic and therapeutic laboratory facilities it was only a matter of time before the government already under pressure to expand the medical teaching and training facilities allowed private medical schools to set up and attach to these private hospitals (Khan, 2004). All that was required was to set up functioning departments of Basic Sciences to complete the process to a comprehensive medical teaching environment...or was it?

The government sector could, as it always has, guaranteed that its end product is what the consumer wants (the government hospitals and the community of Pakistan and Asia). What then can the private sector guarantee? The argument is that since the government and private sector students undergo the same assessment, the final product of the two systems is essentially the same (Hoyt, 2005).

In the primary and secondary/ higher secondary education, the private education institutions enjoy a higher success rate and greater prestige when compared to their government sector counterparts in Pakistan unlike some other countries (Hansen, 2005). In the undergraduate medical education, the private sector has failed to enjoy the same success. The problems are not difficult to understand. Providing medical education is an expensive business. In the government sector the whole system is heavily subsidized unlike the private sector. This allows the government to select on the basis of merit the top scoring students. The private schools, to educate students have to be run as a business like any other corporate (Hansen, 2005). This produces a system in which only the rich can afford private medical education regardless of merit.

The government sector also has the capability to employ a large number of resources and staff to set up an appropriate education delivery system, develop curricula, and validate its teaching and assessment procedures and to grow (Putnam, 2006). Again, the private institutions, in order to lower the cost of delivery of services and thereby, the fees for education have to be limited in the number of staff and resources available to them. The staff also favours the government sector for better support and career opportunities.

In the clinical years the exposure of the students to patients is limited to the type and nature of patients presenting to their institutions (Kumar, 2004). Whereas large teaching hospitals receive patients throughout the entire pathological spectrum and therefore can boast to reflect the community exactly, the same cannot be said of the private hospitals to which only a select group of private patients present (Crotty, 2005; Wheat, 2005). The objective therefore is to understand the areas in which the private education system in Pakistan can be improved. This could provide the opportunity in later years to develop the system to its full potential.

Method

In 2006 in the cities of Lahore and Rawalpindi in Pakistan, in a qualitative study sixty three students in third year and 72 in final year in the private sector (total 135) and eighty one in third year and 66 in the final year (total 147) in the government medical colleges were interviewed. A focus group was not used as it was thought that individuals within the group might dominate them. Instead the researchers conducted in-depth individual interviews and the identities of the students and their institutions were kept a secret. The same type of interview questions was asked of both the private and the government medical students in both the third and final years of their institutions.

Analysis

The researchers analyzed the interviews through listening to the recordings and identifying common themes given below:

1. Knowledge Base
2. Tutor support
3. Social support

4. Motivation
5. Time management
6. Confidence in passing the exams
7. Competence in practicing inside and outside Asia
8. Ability to secure a job on graduation inside and outside of Asia

Results

Third Year Medical Students:

The last two themes were not identified in the third year medical students' interviews.

Knowledge Base:

No differences in the perception of students in their knowledge base were identified. Both groups felt they had good grasp over the basic sciences and felt that they had done well in the first three years of their medical education.

I have worked hard over the last three years and that is why I have passed my exams so well. (Private Student Group, hereafter referred to as 'PSG')

It was hard work understanding the basic sciences, I especially had difficulty with Anatomy but I am good at all of them...I think! (Government Student Group, hereafter referred to as 'GSG')

Tutor support

Both the private and government medical students thought they were well supported within their own environments. There were a few suggestions of improving the support in various areas but no real concerns arose at the time of interview that would highlight any problems.

The tutors I had were excellent, you could ask them anything at anytime and they would help you...perhaps we took them for granted and really never appreciated them fully. (GSG)

We had emails (addresses) of our tutors as well, they would answer it very promptly around examinations, and we found that a great help. (PSG)

Social Support

Again both the private and government medical students felt that they had good social support within their institutions. Not so strangely the private medical students relied heavily on the social support structures that they had themselves created within and without the institutions.

Any free time that we had, we went out to the nearby snooker club and enjoyed a game of snooker and some drinks. (PSG)

The cafeteria and on site shops are great. The fountain under the library is the highlight of our social gathering each day. It's always very cool in the summer there. It is not difficult to organize an outing once in a while. The faculty supports us in the outings as well. The sports clubs I have joined have really got me back in shape. (GSG)

Motivation

Both groups were equally motivated. Both felt strongly about their education and career and the importance of reflective learning.

I found Anatomy particularly difficult in the first and second year but I studied hard and got some help as well from my tutor, I got through didn't I. (PSG)

I know how important it is to master the basic sciences before the clinical years. I have been keeping a diary of my weak points and I polish them up regularly. If you don't know something well you just have to study harder. (GSG)

Time Management

Again there was no difference in the way the two groups managed the time in their own environments:

I decided long ago that the only way not to get bogged down by extra work is to finish every task every coursework when it has to be finished, for tomorrow never comes!! (GSG)

I have a diary and I make sure that I divide each day, each week, each month and each year into study time and social time. Of course

I borrow from one to the other from time to time but then most of the time in the end it pays off. (PSG)

Confidence in passing the exams

Both groups were confident of their exam passing capabilities. They believed they have studied hard, have been tutored well and were sure they will get through.

I have studied hard throughout the year; I know I will at least pass; it's just a matter of how many marks I will get. (PSG)

I have never failed in any exam before and I never will. (GSG)

Final Year Medical Students:

The final year students in the private medical colleges were less confident of their knowledge base and in their abilities and competence in practicing medicine when compared to the Government sector students. Also, the private medical students thought they were working less hard and spending more time in social activities as compared to their government sector counterparts. However, they were confident in passing their finals, in securing a house job or going abroad for higher education.

I will pass, I hardly managed to study all year, we spent most of the year in social activities, and too many evenings spent dining out. I wish now I had given some time to studies as well. But I know I will pass, I just know! (PSG)

Pass!!...No I am not going to pass. I cannot even examine a hernia patient properly. I just never took it seriously. There was so much else to do as well. Plus just look around you how many sick patients do you see? All the patients here have complicated problems. That's not what they will ask you in the exams. (PSG)

I am sure I will pass the examinations. It is not really that difficult. But I am not so sure as to what will happen afterwards. I do not think I can practice. I have theoretical knowledge you know... I do not know how to really treat patients...you know!! (PSG)

I am certainly not working in a hospital. I do not know how to treat patients, I do not know much about medicine...you know. I am going to get married soon. But I will pass, I know this much at least...he he!! (PSG)

God, the time we have spent examining patients in the hospitals, extra evenings spent taking history from patients and in the emergency as well. I can't wait to pass the exam and start practicing. (GSG)

I do not know if I will pass or not but I know I can treat patients at least at a GP level. (GSG)

I have heard that the students in the government schools study all the time and come to the hospital in the evenings and stay over at night as well. Would you believe that! I can't study like that. I know I will pass. Who cares if they (government students) will turn out to be better doctors, I am going abroad. I will learn everything there is to learn when I get there. (PSG)

It is very difficult to get a house job in medicine or surgery after passing. It is very difficult to go abroad as well now. I do not have the money for that. I have studied so hard and now I feel that it has gone all to waste. (GSG)

Discussion

Our study shows that the students whether they are in private institutions or in the government medical schools up till the third year of their education are comfortable with the education in context of their own environments. Till then both groups believe that they are getting good social and tutor support and are able to manage their time effectively in that they are able to expand their knowledge base as well as have a healthy social life. This was very interesting in context of the differences in the sizes of basic sciences faculties between the private and government medical colleges. This was similar to the results of Sim et al. in their study of teaching learning methods in the private and public medical schools in Malaysia (Sim, 2005).

On the other hand, there was loss of perception of self and competence and ability to handle oneself in the clinical setting because of perception of lack of theoretical knowledge and clinical abilities by the private final year medical student. This could be because of a lack of mentors or mentoring opportunities as Hoover found in his study (Hoover, 2005).

This is a serious issue, whether it is because of lack of motivation, mentoring or lack of exposure to clinics and patients in the private setting. In the private setting the students have difficulty basing their clinical attachments on community pathologies. This can reduce the training/ learning opportunities available to the medical students (Paterniti, 2006). What is there to prevent them from taking their education to the community or to community hospitals? There is no such thing as a GP attachment in the curricula of clinical teaching for medical students in the government sector. This is purely because the large teaching hospitals receive all and every pathology in the community. Then perhaps there is a need to set up such attachments in the curriculum of medical students in the clinical years in the private hospitals or to allow medical students from the private sector access to government hospital clinics, wards and A&E. Even though study by Carney et al. disproved that the clinical setting affects the clinical skill development (Carney, 2005), a distinction has to be made between skill development and self-confidence gained through appropriate clinical exposure.

Some participants from the private sector in the final years suggested that they had done poorly in time management, spending more time in social activities and not taking their educational and training activities more seriously. This is a serious issue in the perception of private medical education when one sees that a large majority of these same students believed that they will not only pass their exams but also will secure jobs in Pakistan or abroad. They felt that the final exams were just another set of exams to get through before they start preparing for the exams to secure posts abroad. Whereas the government sector students felt similar but never so strongly and they tended to take the final MBBS exams more seriously. They thought they would find it difficult to secure a post abroad or in Pakistan; therefore there was the extra incentive to learn and

understand for the final MBBS examination. What is difficult to understand is the fact that the private final year medical students did not associate training and learning in Pakistan as benefiting their preparation for exams to go abroad. This was the exact opposite of how the government medical students felt. However given the greater number of private medical students securing posts abroad, it might be worthwhile for the medical curriculum to be reviewed and perhaps revised to allow for standardization of the medical education (Shahabudin, 2005; Wojtczak, 2003).

Conclusion

In conclusion we believe that the private sector clinical years can be improved through integration with government sector in the larger acute government hospitals.

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An appraisal of Budget Allocations made for Illiteracy Reduction Programmes in Pakistan

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Abstract

The main objective of this study was to review the budget allocations made for the improvement of literacy rate in Pakistan. The study also aimed at the following objectives: to appraise the illiteracy reduction plans introduced in Pakistan, know the ground realities regarding implementation of illiteracy reduction programs, and to provide the basis for further research in the area of illiteracy. Following were the source of data for this study: Educationists (Ph.D. degree holders), executives working at the top level management in policy formation, plan designing, project development and program development, executives working in national planning commission, provincial secretary, additional secretary, deputy secretary and EDOs (Education & literacy) and heads of different NGOs. Snowball sampling technique was used to find the most relevant persons (respondents). Data collection was started from the person who had been involved for long in illiteracy eradication programmes, one program was evaluated at one time. On his identification the other respondent was chosen. Main findings of the study showed that no proper budget were allocated for these illiteracy reduction programmes, need assessment was not carried out before launching illiteracy reduction programs, objectives of the illiteracy reduction programmes were not relevant to the literacy needs of the participants, incentives were not provided to the participants for their outstanding achievements and participation and political instability in the country was the great hurdle in the achievement of the targets of the illiteracy eradication programmes. A

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programme to improve the literacy rate in Pakistan was presented by the researchers as the main recommendation of this study.

Key words: Educational Budget, Financing Literacy, Illiteracy reduction plan, Literacy improvement, Literacy rate in Pakistan

Background of the Study

According to the latest EFA (Education For All) Global Monitoring Report adult literacy rate in developing countries increased from 68 percent to 77 percent between the period 1985 to 2004. The global average literacy rate presently is 82 percent. China which had a literacy rate of 16 percent in 1951, about the same as Pakistan had, today has as a 98 percent literate population. Even India's literacy rate is more than 65 percent. Pakistan lags behind most of the developing countries with its claimed rate of 55 percent. Even this figure is viewed with skepticism. It can be safely assumed that in Pakistan the literacy rate is less than the one trotted out on the basis of the 10 yearly census or household surveys. If the 2008 census is undertaken as before without direct assessment and remains based on oral statements the rate tabulated will continue to be unrealistic.

The Global Monitoring Report issued by UNESCO places Pakistan at number 120 out of 129 countries. Pakistan will be one of the 25 countries which may fail to achieve any of the goals set by the World Education Forum held at Dakar Senegal in the year 2000. Pakistan has an estimated population of 145 million, two per cent of the world's population. The areas of 88 million hectares comprise four provinces (Punjab, Sindh, North West Frontier and Balochistan) and four territories (Islamabad Capital Territory, Azad Jammu and Kashmir, Federally Administered Northern Areas and Federal Administered Tribal Areas) of the total land of 88 million hectares, 20 percent has potential for intensive agricultural use. Pakistan has an apparent dichotomy between its economic and social indicators. The former bring the country on a par with economically prosperous countries, the latter categorize it with lesser developed ones.

Because of external pressure an EFA National Plan of Action was prepared. Its implementation has been poor and disappointing. Lack of political will is reflected year after year in the budgetary allocations announced on the eve of the new financial year. The minimum recommended by UNESCO for education is 4 percent of the GDP. Despite promises made at the highest level, the allocation remains 2 percent or less. The amount earmarked for literacy has been a little more than 1 percent of the education budget. So short sighted and heartless was the last regime that it abolished the National Literacy and Mass Education Commission as a part of an economy drive. While literacy was relegated to the sidelines an enormous increase was allowed in the non-development administrative expenditure including creation of dozens of new posts in the offices of the president and the prime minister, a huge cabinet, purchase of luxury goods for furnishings as also expensive planes and cars. The Department of Literacy and non-formal basic education in the Punjab has remained paralyzed for the last two years, bogged down as it is in red tape and procedural rigmarole. The position in Sindh and Balochistan is worse. There was no literacy project in these two provinces in the years 2005, 2006 and 2007.

Education remains inequitably distributed among various income groups and regions in the country. Literacy and participation rates are below those in other South Asian countries with similar level of economic development. Access of education to children of relevant age group is still inadequate. Educational institutions lack physical facilities. The target of minimum essential requirement of competencies for quality education has not yet been achieved. Educational institutions face shortage of qualified and motivated teachers, especially female teachers. Due to financial constraints and want of managerial capacity education targets remained unaccomplished. Programs approved were not completed because of inadequate resource allocation. The slow implementation of programs / projects undermined the efficiency. Financial constraints have all along been a major issue in the development of education in Pakistan. Conversely, the argument that even the meager resources provided to education have not been adequately utilized is also true. The vast coverage of the education sector, involving almost 200,000 educational institutions with about a million teachers and staff spread

over vast geographical areas, involves complexity of problems which are unmatched by any other social sector.

Inadequacy of financial resources aggravated by poor implementation machinery and complex rules necessitates immediate and effective steps to salvage the twin problems of adequate resources and their management. Most social development indicators for Pakistan compare poorly with those of other developing countries at similar levels of per capita income. A weak social profile is detrimental to growth as human development is essential for attracting investment and generating capacity for sustainable growth. Pakistan's long term sustainable growth and poverty reduction prospects are critically contingent on investment in human development. The allocation for education in the public sector amounted to 2.11% of the GDP in 2002-03 (are we going to supplement this through latest figures on resources to education through all divisions?) If the private sector allocation for education is accounted for, the total national spending on education will reach 3% of GDP. Our national data is just beginning to capture this information. The ESR Action Plan 2001-2005 had proposed to enhance allocation for education equaling 4% of the GDP. Budgetary allocations to education have remained below 2% of the GDP. The ESR targets will entail considerably enhanced resource commitments. Given the present growth rate of population, a 2.1% increase by 2006 will require enrolment of additional 6-7 million children at the primary level. Clearly, higher public spending will be required for improving educational attainments, failing which the needed access and quality improvements especially at the primary level will not materialize, the success of various reform measures will be limited, and the much needed recovery in secondary and higher education will be affected.

The Government recognizes that detailed work is necessary to firm up education funding requirements up to 2015. Tentative estimates, however, suggest an increase in public spending on education from 1.8% in 2001-02 to 3% of GDP by 2006-07. The Government proposes to absorb a substantial part of this increase in primary and secondary education while reversing the trend to boost investment in higher education. The provincial governments will need to

rationalize budgetary allocation for education within the suggested increase by enhancing non-salary recurring expenditures for primary and secondary schools improvements; provision of missing facilities in existing schools; provision of quality service such as teachers' training; increasing resources for new infrastructure on need basis; girls incentive programs and demand side interventions such as free textbooks, uniforms, transport, scholarships, and in-kind payments to the families. It is recognized that to achieve ESR targets and EFA goals, domestic increase in resource allocation may not be adequate. The shortfall will require substantial increase in the quantity and quality of donor assistance.

The extremely low level of public investment is the major cause of the poor performance of Pakistan's education sector. Public expenditure on education remained less than 2 percent of GNP before 1984-85. In recent years it has increased to 2.2 percent. In addition, the allocation of government funds is skewed towards higher education so that the benefits of public subsidy on education are largely reaped by the upper income class. Many of the highly educated go abroad either for higher education or in search of better job opportunities. Most of them do not return and cause a large public loss. Pakistan falls in the category of the developing countries of the world. Developing countries are facing similar problems. The most common problems being faced by the developing countries are population explosion, lack of basic necessities of life, housing, medical care, mass scale, illiteracy, low productivity and poor standard of living. Pakistan, during the past five decades has achieved steady increase in economic growth and development levels but these failed to translate into any substantial progress in social indicators. Key issues in education include wide discrepancies which exist across provinces, urban-rural locations and between genders. Management issues and bureaucratic inefficiencies lowered effective utilization of scarce budgetary allocations for the literacy improvement programmes (GOP, 2004). Literacy efforts have so far failed to reach the poorest and most marginalized groups of people. The decade will particularly address such populations, under the banner of Literacy for all: voice for all, learning for all (UNESCO, 2003). Different literacy plans/ projects were launched at different

times under these programmes to enhance literacy rate in Pakistan. These plans and projects were as under:

Sr. No	Name of plans/projects	Year
1.	Village Aid Programme	1951
2.	Adult Education Programme	1972
3.	Establishment of Literacy Commission	1981
4.	National Literacy Programme	1985-86
5.	Iqra Pilot Project	1986
6.	Nai Roshni Schools	1987
7.	Quranic Education Project	1992
8.	Illiteracy Reduction Movement Project	1992-94
9.	Education Sector Reforms (ESR)	2001-2011

Source: Mahbub -ul-Haq Human Development Center (2000). Human Development in South Asia. Karachi: Oxford University Press.

As per Pakistan Social and Living Standard Measurement (PSLM) survey 2004-2005 the literacy rate of population 10 years and above was 53% showing an annual growth ratio of 1.5% since 1998 census. As such the estimated literacy rate comes to 56% in 2007. According to Pakistan Social and Living Standard Measurement Survey (PSLSMS) by statistics division Islamabad 2006-07, the latest situation of literacy rate is shown in the table given below along with brief description of definition of literate person for each programme.

National Plan of Action for EFA (2001-2015) aimed at literacy rate to be increased up to 86%, 2, 70,000 literacy centers classes to be established/organized. It was decided to make 76 million people literate. It was also decided that PMLC will strengthen 82,000 NFBE Schools to be established, creation of literacy corps comprising of students and teachers (GOP, 2004b). To some extent this regrettable lapse on the part of the central government (including the Planning Commission) despite eloquent speeches by the prime minister and the president and some of the chief ministers; has been sought to be rectified by programmes launched by the National Commission for Human Development headed by its spirited chair-

person, NCHD is reported to be working for the target of more than 85% literacy by the year 2011 (GOP, 2007).

Methodology

This study was designed to review the budget allocations made for the improvement of literacy rate in Pakistan. Following were the main source of data or the population of the study.

1. Documentary analysis
2. Executives working in top level management in policy formation, plan designing, project development and program development
3. Executives working in national planning commission
4. Provincial Secretary, Additional Secretary, Deputy Secretary and EDOs (Education & literacy)
5. Heads of different NGOs

In order to collect data, an opinionnaire was developed after reviewing the related literature and previous researches. The opinionnaire consisted of thirteen parts and 54 items. Following areas were covered in the opinionnaire: Planning, Management, Financing, Recruitment, A.V Aids, Supervision, Assessment and Evaluation, and Program Effectiveness. The opinionnaire was on the format of five point rating scale. Three open ended questions were also included at the end of the opinionnaire. Along with this opinionnaire an interview schedule covering same ideas was also prepared to cover some specific aspects related to specific group of respondents. Validity of the measuring instrument was established through expert opinion. Reliability of the instruments was established through pilot testing of the instrument. The questionnaire was administered to the respondents other than respondents included in the sample. Cronbach's Alpha was calculated to estimate the reliability of the instrument. In the light of the calculated coefficient and the remarks of the respondents, the instrument was improved before launching for data collection. The reliability was ensured at Cronbach's Alpha coefficient .9070

Data related to the planning, management, financing, implementation and supervision of various illiteracy reduction plans/programmes was obtained through documents and reports of the government of

Pakistan. The average duration of interview was 45 minutes; however these ranged between 40-50 minutes from interviewee to interviewee. Statistical information in the form of, means (X), standard deviation (SD) and p value along with F value for ANOVA between the means of the various groups was used to infer the results.

Results and Conclusions

Main findings of the study showed that no proper budget allocations were made for the education sector; need assessment was not carried out before launching illiteracy reduction programmes; objectives of the illiteracy reduction programmes were not relevant to the literacy needs of the participants. No incentives were provided to the participants for their outstanding achievements and participation and political instability in the country was a great hurdle in the achievement of the targets of the illiteracy eradication programmes.

- Learning places were not easily approachable to the participants.
- An effective linkage was not developed between the various levels of the literacy programmes.
- Organizational structure for illiteracy eradication programmes was not suitable to carry out the stated targets.
- Human resources were not properly worked out before launching these illiteracy reduction programmes.
- Adequate budget allocation for illiteracy eradication programmes was not made.
- Pay of the staff appointed for illiteracy eradication programme was in not in accordance with the services expected from them.
- Professionals in the area of education were not appointed to run the illiteracy eradication programmes.
- The literacy teachers were not provided proper training.
- Workshops for literacy teachers were not arranged on the basis of formative evaluations.
- The contents of these programmes were not suitable to the learners' mental level.
- The contents of the illiteracy eradication programmes were not applicable to daily life.

- Skill development programmes were not used for the participants.
- Relevant A.V Aids were used in illiteracy eradication programmes.
- Proper media campaign was not launched.
- Posters were not used for attraction and motivation in learning.
- Supervisory staff was not appointed for proper control, check and feedback.
- A proper criterion was not developed for performance evaluation of the participants.
- There was no specific examination system in the illiteracy eradication programmes to assess the performance of the learners.
- Illiteracy eradication programmes did not achieve their targets.
- Political instability in the country was a main hurdle in the achievement of the targets of the illiteracy eradication programmes.

Discussion

Literacy rate plays a vital role in the development of any nation by transforming into socio-economic prosperity. Literacy rates in developed countries are about 100% approximately, but developing countries are lagging behind. About two decades ago, Pakistan had only 34% literacy rate (age 10 and above). Population Census 1972 and 1981 data shows that in the 1960s and 1970s, literacy rate improved by 0.5% per annum (Economic Survey 2007-08). However the 1998 Census revealed a growth rate of 1.07% per annum during 1981 to 1998 when the literacy rate (10 years and above) of population rose from 26.2% to 43.9%.

According to Pakistan Social and Living Measurement (PSLM) Survey data (2006-07), the overall literacy rate (age 10 years and above) is 55% (67% for male and 42% for female) in 2006-07 compared to 54% (65% for male and 42% for female) in 2005-06. Literacy remains higher in urban areas (72%) than in rural areas (45%) and more in men (67%) compared to women (42%). When analyzed provincially, literacy rate in Punjab stood at 58% followed

by Sindh (55%), NWFP (47%) and Balochistan at 42% (GOP, 2007). The literacy rate of Punjab and Balochistan has improved considerably during 2004-05 to 2006-07 Adult literacy rate (age 15 and above) has also increased from 50% in 2004-05 to 52% in 2006-07.

Main findings of the study showed that Budget Allocations for literacy programmes was not adequate; need assessment was not carried out before launching illiteracy reduction programmes. An allocation of Rs. 7000 million was made for primary education as compared to Rs. 1413 million provided in the fifth plan (1978-83). Similarly for adult literacy programmes Rs.750 million was provided in the Sixth plan as compared to Rs.50 million provided in the fifth plan. The primary education sector could only get Rs.3500 million against the projected allocation of Rs.7000/- million for the plan period.

Sixth five year plan aimed at making 2.2 million persons literate in a period of two years (1984-86) at a cost of Rs. 317.016 million. This aim was to be achieved through opening and operating 25,610 literacy centres in the country, at the peak of the programme. The cost of making one person literate would be Rs.147/-. The national literacy plan was evaluated in 1987 and the actual expenditure to make one person literate came over to Rs.3000/- instead of Rs.147/- as reflected in the budget estimates. Similarly the plan intended to make half a million people literate during the first year of the plan but only 18,000 could be made literate during the first year. The achievement level was only 3.6%. The Prime Minister of Pakistan declared in 1985 to increase GNP expenditure on education from 1.5% to 3% and share of budget from 9% to 15%. With this increased budget allocation it was envisaged that literacy ratio will be increased to 50% by 1990 from the prevailing 26.2.

During the Sixth Plan period hardly 0.8 million illiterates were made literate. The *Iqra* pilot project model of rewarding Rs. 1,000 per neo-literate to volunteer teachers were not successful hence could not be replicated in other parts of the country. The Seventh Plan, therefore, relies mainly on expansion of compulsory primary education and efforts of NGOs for adult education to increase the literacy rate. In

order to eradicate illiteracy from the four districts (Khushab, Khanewal, M.B.Din and D.G. Khan) by achieving 100% literacy with universalization of primary education (UPE) and zero drop-out. A project was approved by ECNEC at a cost of Rs. 981.374 million. With the aim to eradicate illiteracy from the province of Punjab, it was decided to achieve 100% literacy rate through universalization of primary education (UPE) and Zero drop-out rate. A project was approved by PDWP at a cost of Rs. 993.05 million.

This is the basic step for planning of any project which has not been given proper attention. The same view points have been motioned by the curriculum wing in ministry of education Islamabad, Pakistan in the document of National Curriculum for literacy 2008. Shami and Hussain (2006) conducted a study about development of education in Pakistan and found that literacy programmes were not linked with post-literacy, vocational, income generating, marketable and demand-oriented skills training for providing literate and semi-skilled man power for cottage and local industry. This finding strengthens the results of the study that no proper planning was carried out about the best utilization of these illiteracy reduction programmes.

This study also found that organizational structure for illiteracy eradication programmes were not suitable to carry out the stated targets and human resources were not properly worked out before launching these illiteracy reduction programmes. The same is strengthened by Shami and Hussain (2006) stating that there was lack of coordination of literacy initiatives by provinces and private sector, involved in literacy programmes.

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The Effects Assisted Reading using the Reading Attainment System on Time to Completion and Comprehension for a Middle School Student with Learning Disabilities

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Abstract

The purpose of this case report was to increase comprehension and decrease the time to complete a computer-based assisted reading program. The participant was a 14-year-old female with learning disabilities. She qualified in written language, reading and math for special education services. The study was conducted in a resource room in a large middle school. The effects of the program were evaluated in an ABABAB single case design. The results showed an increase in correctly answered questions and a decrease in the amount of time it took the participant to complete all 25 comprehension questions. The outcomes were more pronounced for time to completion than for number correct. The issues regarding of implementing and evaluating the assisted reading program were discussed.

Key words: Assisted Reading, Learning Disabilities, Reading Attainment Program (RAP), ABAB single case design, middle school student

Introduction

Literacy is arguable one of the most important skills students need to develop while they are in school. The ability to read information is important in all subject-matter areas and those who can not do so are not successful in school or every day life (Howard, McLaughlin, & Vacha, 1996; National Reading Panel [NICHD, 2000]; National Research Council, 1999). Classroom research has documented

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interventions that can improve reading for students with learning disabilities (Swanson, 1998; Wong, 1978). One such intervention is assisted reading (Alber-Morgan, Ramp, Anderson, & Martin, 2007). Assisted reading is an intervention that allows the student to listen and follow along as text is read (Gilbert, Williams, & McLaughlin, 1993). Assisted reading has been employed under a variety of forms and a variety of names. These have included imitative reading (Polloway & Patton, 1997) neurological impress (Heckelman, 1972; Lorenz, 1979) repeated reading, (Rasinski, 1990; Samuels, 1979) mumble reading (Cunningham, 1978), and talking books (Carbo, 1978). While these approaches were recommended for classroom use by the National Reading Panel, these procedures can be different from one another. Typically, reading materials are placed audio CDs, cassette tapes, or simply having the teacher read the material. A major goal of assisted reading is to provide the student with correct and fluent sample for the listener to hear and follow along with the purpose is to expose the child to accurate reading of text (Dowhower, 1987). Besides fluency, assisted reading may also help with comprehension (Dowhower, 1987). This is especially important as many students with learning disabilities who have not developed this metacognitive awareness or the ability to skillfully apply comprehension strategies (Baker & Brown 1984). Unfortunately, a recent analysis of repeated reading by Chard, Kitterlin-Geller, Baker, Boable, and Apichatabutra (2009) was unable to recommend repeated reading as an evidence-based practice but at the same time was unable to not recommend that teachers stop employing it in their respective classrooms.

The purpose of this study was to increase the comprehension of reading skills for a middle school student with an assisted reading program. An additional purpose was to decrease the amount of time it took to answer the 25 comprehension questions at the end of each story. At the urging of Chard et al., (2009), a final purpose was to provide single-case evidence as to the possible efficacy to assisted reading with a middle school student with learning disabilities.

Method

Participants and Setting

The participant was a 14-year-old middle school female student. She was attending a resource room at the middle school level. She was diagnosed as learning disabled and was receiving services in reading, written language and math. Assessment data from the Woodcock Johnson III Tests of Achievement (Woodcock, McGrew, & Mather, 2001) indicated below grade level functioning in all areas with a total achievement of 3.8 grade equivalents. Her word fluency ranged from k.9 to 1.2 and passage comprehension ranged from 2.2 to 3.6 grade equivalents. The participant was placed at a reading level of 2.5 and according to her teacher, needed assistance in fluency and comprehension. The study took place in the language arts classroom during second period. There were three additional students in this class at the time that were not used to this study.

Materials and Assessment

The assistive reading program employed in this study was the study was the Reading Attainment System (RAS). This program has 10 different levels. According to Crowell and Mosenfelder (1993) RAS was created to meet the needs of older students who are reading below grade level. It was developed through extensive research into the needs and interests of older students and has been written with carefully controlled readability standards. It is designed based on the principle that students will build fluency by practicing reading continuously at independent reading levels. According to Crowell and Mosenfelder, (1993) the RAS system produces fluency and confidence in underachieving students. RAS is organized according to the readability of the selections. The selections were prepared using closely controlled readability measures, following a revised Farr-Jenkins-Paterson readability formula that takes into account both sentence length and proportion of multi-syllable words. The system begins with a number of selections targeted at reading levels of 3.0 to 3.5, which reflects emphasis on simple decoding to an emphasis on reading for content. The series progresses by small steps through a second threshold at level 5.0 where students attain true reading competency. This series continues up to grade level 7.0 (Crowell & Mosenfelder, 1993) Each level is a separate book with 15 different stories. Each story is between one to one and a half pages

length with 25 multiple choice comprehension questions at the end. These 25 questions are made up of 10 questions that can be answered directly from the story, 10 vocabulary application questions and 5 connection questions which ask the student to take information from the story and makes use of it in connection with another idea. Correct answers are provided in the materials. RAS also meets much of the components outlined recently by Chard, Vaughn, and Tyler, (2002) for effective instruction for students with learning disabilities in the area of reading fluency and comprehension. Multiple Xerox copies of the answer sheets were made for the participant to employ while correcting her reading comprehension answers. She was timed from the moment they finished reading to the second they were done answering the last comprehension question. The first or last author was present for all sessions.

Dependent Measures

Two measures were taken. First was the number of correct comprehension questions. For an answer to be correct, the letter had to match that of the answer key provided by the publisher. Any answers not meeting this criterion were scored as errors. Time to completion was taken when the student completed following along with the story and when the 25 comprehension questions were completed. After listening and reading along, the student would take an answer sheet and write the current time down at the top. The first author or an instructional assistant took these data.

Experimental Designs and Conditions

An ABABABC single subject baseline (Barlow, Nock, & Hersen, 2008; Kazdin 1982) was used to evaluate the effects of the assisted reading program with RAP.

Baseline

The participant instructed to choose a story they had not read from a level they were placed. They were then instructed to read the story and answer the questions to the best of their ability. They were told they could receive help in asked. This condition was in effect three times ranging from one to four sessions.

Assisted reading

The participant was instructed to sit at a computer that was already set-up specifically for them. At each computer an audio CD with the story was set-up along with a pair of headphones. The participant was instructed to listen to the story as they followed along. To make sure students were following along I asked them to move their finger along the words. After they were done with the story, students were asked to return to their desks and complete the comprehension questions. Again, they were told they could receive help if asked. This condition was implemented three different times ranging from three to nine sessions.

Maintenance

For two sessions, a return to baseline was carried out. This was done to assess the maintenance of treatment effects over time.

Reliability

Reliability for time to completion was carried out by having the participant record the time she started and finished her comprehension questions. She wrote the current time (hour and minute) on the top of her answer sheet to the nearest minute. A simultaneous but independent recording of the start and stop times was also made by either the first author or an instructional assistant each session. This was done to the nearest second. Any deviation, it was scored as a disagreement. Reliability was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. Reliability as to the time to completion was 100% for all sessions. After student self-correction in a different medium, the student wrote the number incorrect at the top of the paper. The first author would then use the answer key and regrade the same answer sheet. Student and teacher recording was 100%.

Results

Time to Completion

The participant decreased the amount of time it took her to complete the comprehension questions. For the first baseline it took 23 minutes to complete the 25 comprehension questions. When assisted reading was first implemented, her time to completion decreased (M

=14.6 minutes; range = 16 to 19 minutes). A return to baseline produced an increase for time to completion (M = 18 minutes; range 14 to 22 minutes). A replication of the assisted reading phase resulted in a decrease (M = 17.8 minutes; range 14 to 22 minutes). A return to the last baseline phase resulted in an increase in time (M = 22 minutes; range 16 to 24). The average time to answer the questions during the three baseline conditions was 20 minutes. When assisted reading was employed, the time to complete the comprehension questions decreased (M = 15.5 minutes; range 12 to 22 minutes). For the maintenance phase, there was a small increase in time to completion (M = 18; range 17 to 19 minutes).

Number of correct comprehension questions

The number of questions answered correctly in baseline was 14.0. When the assisted reading program was first implemented, the number of correct questions increased over the first baseline (M = 15.75; range 14 to 17). A return to baseline led to a slight decrease in the number of corrects (M = 15.5; range 15 to 16). The reintroduction of assisted reading increased student accuracy (M = 20.8; range 18 to 24). A return to the third baseline did not result in a decrease in student performance (M = 22.25; range 21 to 22). The third replication of assisted reading produced a small increase in her accuracy (M = 22.7; range 22 to 24). For maintenance, she had a small decrease in her performance (M = 20.5; range 22 to 19). She answered at least 20 out of 25 questions 80% of the time during intervention sessions. Her grand mean correct for all three baselines was 19 questions. The grand mean for assisted reading was 21 questions correct.

Discussion

Based on the results one can see that the assisted reading intervention decreased the time participant required to complete her comprehension questions. This was replicated for each assisted reading condition. Overall, her time to completion decreased with a small improvement in accuracy. The assisted reading program allowed the student to be able to ignore decoding issues and focus more on the overall content. The social significance of this intervention is that the participant was able to hear what fluent reading sounds like. She was also able to then compare what she is

hearing to what she is visually seeing at the same time. Although it is not mentioned in the results, the participant was moved up two reading levels of the Reading Attainment System during assisted reading. Assisted reading can be modified for any students regardless of the language that is employed.

The present case report replicates our previous research (Holmes & McLaughlin, 1981; Gilbert et al., 1996; Gregori & McLaughlin, 1996; Van Wagenen, 1994) and that of others (Alber-Morgan et al., 2007; Dowhower, 1987; Malanga, 2002; Heckelmann, 1979; Rashotte & Torgesen, 1985). In addition it expands the use of assisted reading to middle school students with learning disabilities.

There were also limitations in the present case report. The number of comprehension questions answered correctly was affected by a ceiling effect. The student could only answer 25 possible questions. Also, as the student progressed through the materials, the work becomes a bit more difficult. The failure of the last baseline phase to produce a decline in corrects and an increase in time to completion did not occur. It is quite possible that our participant's skills were at a point when it was going to be difficult for her to improve. Finally, we only employed a single participant, so future research should employ more participants. The instructional staff noticed that our participant was very interested in the University and worked very hard when working with university students; came to the classroom for either school or student teaching (McLaughlin, Williams, Williams, Peck, Derby, Weber, & Bjordahl, 1999). According to the classroom staff, she was excited to try her best and receive positive attention from the first author and from other university personnel that would visit the classroom.

Before data collection began, our participant was required to complete two of the RAS stories every four weeks. Once data collection began, the participant was reading two to three stories each week. The increased exposure could have increased performance. The participant was familiar with the components of RAS as well as the techniques used to follow along. The only costs to implement this program were the cost of CDs and headphones, which were purchased at the dollar store. The cooperating teacher,

instructional aide and other students were also familiar with the program and could easily implement it for other students. While, our outcomes were generally we urge that the participant should continue using assisted reading until she reaches grade level.

The present outcomes provide some additional evidence that assisted reading should be employed in classroom settings. The results were not a clear cut, as one would have liked. As noted by Chard et al., (2009) assisted reading does not meet the criteria outlined by Horner et al., (2005) or Gersten, Fuchs, Compton, Coyne, Greenwood, & Innocenti, (2005). As Chard et al., have indicated at the classroom level, special education teachers should continue to implement such practices as they are a logical extension of the various theoretical frameworks that that suggest its use. Also, the effect sizes reported in recent Meta analyses that assisted or repeated reading should positively affect fluency. Our data do indicate that school personnel should also still view assisted reading as applicable to classroom practice. This is true, even though the guidelines for evidence-based practice as outlined by Horner et al., (2005) and Gersten et al., (2005) are quite rigorous. In the present case report we had reliability for the dependent and independent variables, a clear definition of the dependent and independent variables, and a very adequate single-subject design. However as Chard et al. (2009) have noted, more research dealing with repeated or assisted reading procedures needs to occur.

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Assessment of Multiple Intelligences among Young Adolescents in District Kohat, NWFP

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Abstract

A pilot study was conducted with the aim of assessing the multiple intelligence levels among young adolescents and to study the gender differences in different levels. The total sample consisted of 400 respondents, in the age group of 12+ years studying in 7th class, was selected from different areas of district Kohat. The results of the investigation revealed that majority of the respondents were found to be having average levels of intelligence for all the eight components of multiple intelligence. It was found that in case of linguistic and musical intelligence girls took slight lead whereas boys were ahead of girls in logical and bodily kinesthetic intelligence.

Keywords: Multiple Intelligence Levels, Intelligence Test, Assessment, Gender Differences, Mean Scores, Above Average Scores

Introduction

Education plays a very vital role in the development of fully functioning personality of an individual. Education also plays its role in making the individual capable to control his environment and also serves to the general good of the society. Education brings an immense change in habits, behaviour, feelings and thoughts of the individual due to which he develops all those capacities which enable him to control his environment (Quina, 1989).

Pakistan is facing many problems in the education domain. A glaring imbalance between general education and technical education,

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continuous deterioration in the educational standards, wastage of sources (material and human) on a large scale, the low quality of education as compared to international standards; an inefficient and ill managed education system, are the main issues. What is root cause of such gigantic problems? One answer to this question may be that there is no suitable and genuine system of estimating capacities, potentialities and abilities of the students. A large number of students enter into different disciplines without prior guidance or having no aptitude or potential and fail to do justice with their choices. Consequently we suffer from wastage of our best minds, precious time and financial resources (Hashmi, 2000). Intelligence as a concept is very old and different philosophers, psychologists and educationists have defined it in the most varied ways over the centuries. There are three concepts related to intelligence referred by Freeman (1988):

1. The ability to deal with abstract symbols, concepts and relationships.
2. The learning or ability to profit from experience.
3. The ability to adapt to new situations or problem solving in the proudest sense.

According to Gardner (1983) intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture
- A set of skills that make it possible for a person to solve problems in life
- The potential for finding or creating solutions for problems, which involves gathering new knowledge

While intelligence was initially perceived as a unitary concept, Dr Howard Gardner proposed the theory of multiple intelligences and challenged the old beliefs about what it means to be smart. Gardner (1999) define intelligence as; “bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture. Intelligence is a dynamic, ever growing reality that can be expanded in one’s life through eight intelligences:

Review of Related Literature

The MI (Multiple Intelligences) theory is based on the belief that we all possess at least eight unique intelligences through which we are able to learn/teach new information. Although we each have all eight, no two individuals have them in the same exact amounts.

According to Howard Gardner (1983):

- All human beings possess all intelligences in varying amounts.
- Each person has a different intellectual composition.
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together.
- These intelligences may define the human species.

Multiple intelligences

According to Gardner (1999) intelligence is the ability to solve problems, or to create products that are valued within one or more cultural settings. Gardner (1993) noted the traditional IQ tests unfairly measured only logic and language and disregarded other intelligences of the brain. He also added that all humans have these intelligences, but people differ in the strengths and combinations of them. Furthermore, he believed that all of the intelligences could be enhanced through training and practice (Babak, 2008).

Examples for each of the eight intelligences

Intelligence	Discussion	Examples
Bodily-kinesthetic	The ability to use one's physical body well.	Dancers, athletes, surgeons, crafts people
Interpersonal	The ability to sense other's feelings and be in tune with others.	Sales people, teachers, clinicians, politicians, religious leaders
Intrapersonal	Self-awareness. The	People who have good

	ability to know your own body and mind.	insight into themselves and make effective use of their other intelligences
Linguistic	The ability to communicate well, perhaps both orally and in writing, perhaps in several languages.	Poets, writers, orators, communicators
Logical-mathematical	The ability to learn higher mathematics. The ability to handle complex logical arguments.	Mathematicians, logicians
Musical	The ability to learn, perform, and compose music.	Musicians, composers
Naturalistic	The ability to understand different species, recognize patterns in nature, classify natural objects.	Biologists, naturalists

A person learns best when taught in the way he or she can best perceive the things to be learnt. The educational institutions must give attention towards recognizing the dominant Multiple Intelligence of students before planning the Educational activities. When we talk about adolescents, early adolescence is very crucial period of life, whether it is physical, social- emotional, psychological or educational development, all are on the peak during this phase. One other aspect, which is at peak during this time, is the development of professional interest, attitudes and abilities. This is the time when foundations of future professional settlement are laid. A person can be most successful in a profession when the profession is according to his or her abilities and interests. So

this is the time when people should recognize their strong multiple intelligence to learn new things in his or her own way and pursue interest and choose future profession which requires that particular intelligence. Considering the importance of assessment and enhancement of intellectual talents during early adolescence, an idea was conceptualized to;

(a) Assess the existing level of multiple intelligences among young adolescents.

(b) See whether there exist any gender difference in the levels of multiple intelligence.

Research methodology

Population

All the students of age group 12+ studying in 7th class in Government Elementary and Secondary Schools of District Kohat, NWFP constituted the population of the study.

Sample

400 students of 7th class (200 boys and 200 girls) from different Government Elementary and Secondary Schools situated in rural and urban areas of district Kohat were selected randomly for administering the test.

Research Instrument

A tool "Intelligence Test for Elementary Level" was constructed using [Howard Gardner](#)'s theory of Multiple Intelligences for this study. The test was translated into Urdu for the convenience of the students. The test consisted of eight subscales namely, linguistic intelligence, logical/mathematical intelligence, bodily kinesthetic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence.

Results and Discussion

Levels of Various Components of Multiple Intelligences among Young Adolescents

This part deals with the description of levels, i.e. above average,

average and below average, of all the components of multiple intelligences. The results of the study reveal that for all the components of multiple intelligence, maximum number of respondents were falling in 'average' category of performance, followed by 'above average' and 'below average' categories. Although 'below average' and 'average' categories always need attention but in case of multiple intelligence 'above average' is the category which requires special attention both by parents as well as teachers. As they have more potential in particular aspect, if they are encouraged and motivated, they can be able to recognize their potential and can reach the stage of maximum utility of their talent in particular field.

Need is to educate parents and teachers about the multiple intelligence of adolescents. As adolescence is the age when people start utilizing their talent and interest in particular field and start aspiring it as a career/profession. Thus this is the time when parents should identify talent of their children and should start planning for their education in the particular field, so that their adolescents can later enter into that particular career in field of their choice. Educating parents about multiple intelligences can be a key component of school success. (Hoerr, 2002). Teachers should identify the students having 'above average' performance caliber in particular field and should motivate him/her. They can plan their educational activities based on multiple methods of stimulation. They should enable their students to apply their talent in real life situations by utilizing different types of strategies, rather than encouraging rote memory that may foster little connection to material, low motivation and poor performance (Lefebvre et al. 1998). Counseling students according to multiple intelligences is also within the context of school reform it is very important to examine Howard Gardner's theory of multiple intelligences. His work has far reaching implications for curriculum development and classroom implementation.

Gender wise Distribution of the Respondents for Performance on “Intelligence Test for Elementary Level”

It is clear from the results of the study that both boys and girls fared equally well in almost all the components of multiple

intelligence. The significance of difference between mean scores of boys and girls was tested by the 'z' test. Significant differences were observed in the mean scores of boys and girls for linguistic ($z=2.31$), logical (5.07), musical (4.19) and bodily kinesthetic (3.14) intelligences. It was found that in case of linguistic and musical intelligence girls took slight lead whereas boys were ahead of girls in logical and bodily kinesthetic intelligence.

Results depicted in the table showed boys' higher mean scores on logical mathematical intelligence as compared to girls. By adolescents, an overall difference in mathematical abilities of boys and girl exists (Bielinski & Davison, 1998; Linn & Hyde, 1989). Boys generally outscore girls on the mathematical tests (Benbow and Stanley, 1983; Lubinski and Benbow, 1994). The occupations they choose are often consistent with gender differences in mathematical ability. Boys enter engineering, math, physical science and computer science at higher rates than girls who surpass men in entering medicine and health professions (Benbow et al., 2000). Accumulating evidence suggests that gender differences in mathematical ability are rooted in boy's biologically based superior spatial reasoning. Clear gender differences in spatial abilities emerge by middle childhood and persist throughout the lifespan (Kerns and Berenbaum, 1991). Often reading, spelling, art, and music are regarded as more for girls and mathematics, athletics and mechanical skills as more for boys (Eccles et al., 1991; Jacobs and Weisz, 1994). These research studies support the results of present study indicating that in case of linguistic and musical intelligence girls were slight ahead of boys who were ahead of girls in logical and kinesthetic intelligence.

Conclusions

From the present study it was concluded that greater attention towards the Multiple intelligence of 'above average' scorers is required so that their unusual talent is not wasted. Gender differences play role in the development of some of the intelligences whereas others are independent of gender differences. So, similar interventions can be planned for both genders. Adolescence being a starting stage of career development becomes very crucial for identification and encouragement of particular intelligence. Parents

do not have knowledge about the concept of multiple intelligences and even educated parents still believe in IQ and 3Rs (Reading, wRiting, and arithmetic) and give importance to mark sheets and judge their child's performance through the school results.

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**Evaluation of In-Service Training Workshops for Secondary
School Teachers in Science Subjects under Science Education
Project SEP-II**

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Abstract

Teaching is a complex and specialized job. The old saying that “Teachers are born, not made” is only partially true because even a born teacher requires some sort of training and re-training in order to improve, refine, and polish his in-born capabilities as a teacher. It is mainly because of these reasons that teacher education and training is an integral part of any educational system all over the world. The present paper based on survey study, designed to evaluate the in-service training workshops of secondary school teachers in the science subjects (Physics, Chemistry and Biology). The objectives of the study were to find out the arrangements regarding intimation letter, sitting arrangements, study material, resource persons and monitoring, to examine the training about content of science subjects, methodology, practicals and test item development. The population of the study was consisted of 90 male percipients. Whole population was treated as sample. The tool for collecting information from participants regarding workshop was a five point rating Likert’s scale questionnaire. Descriptive statistics were applied for data analysis. The major findings were that arrangements were satisfactory regarding rearrangements but not about master trainers. Training regarding content, methodology, practicals and test development was not satisfactory

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Key words: Evaluation, In-Service Workshops, Science Teacher, Science Subjects, Science Education Project, SEP-II

Introduction

It is an era of knowledge explosion. Education is no more the right of the any specific group or nation. It is the age of competition. Every nation wants to make progress with grace. So every nation has to equip her with education. World has become a global village; every minor change in it can be easily recognized by others. For this purpose, it is necessary that individuals should have some knowledge about these rapid changes. It is even more important for teachers that they have up to date knowledge of all the relevant facts. This is only possible through regular training of teachers to upgrade their knowledge and competencies to meet the challenges of the future (The British Council, 2000). Teacher is the backbone of the education system; he has a pivotal role in raising the standard of education at all levels. Teacher education and general education are designed in accordance with the objectives that a society sets up for its education system. These objectives are dynamic and change with changing conditions. Teacher education and training is designed to achieve these objectives. When these objectives change, there is a need to prepare teachers to meet the new challenges and acquire latest knowledge. There is one obligation on teachers in this regard that they must be aware of any change in social climate (The British Council, 2000).

Teaching is a complex and specialized job. The old saying that “Teachers are born, not made” is only partially true because even a born teacher requires some sort of training and re-training in order to improve, refine, and polish his in-born capabilities as a teacher. It is mainly because of these reasons that teacher education and training is an integral part of any educational system all over the world (Perott 1988, p.96). In-service teachers training is not merely as a means of updating knowledge and skills or as a means of removing the “defects” found by teacher educators but as a process of preparing him for a new emerging role, and giving him confidence and capability for devising innovative solutions of school problems, in cooperation with the community, and for continuous professional growth leading to self fulfillment. To enable him perform his emerging role, the teacher should not only have the requisite

knowledge and skills but also have a system of appropriate professional training (Yarger 1982, p.54). On 30 June 1994, the ADB loan for the First Science Education Project (SEP-I) closed. The ADB and government of Pakistan declared the project generally successful, despite the project having got off to a slow start. The most noteworthy achievement of the project was the establishment of an ejective system for the in-service training of science teachers under the direction of IPSET. A new national science curriculum was developed, together with textbooks and teacher manuals, which greatly improved the teaching of science and student's acquiring the science skills and knowledge needed in a modern society (The British Council 1996, p.3).

Introduction of Science Education Project –II

Following agreement of the project completion report (PCR), the Government requested, a second Science Education Project, for Secondary School science teachers, (SEP-II). In response to this request the Bank agreed to provide Project Preparation Technical Assistance (PPTA) to prepare the second project. An Invitation to Bid (ITB) for the PPTA (TA NO.2358) was duly issued by the Bank to a short list of six firms in September 1995. Following the presentation of tender for the PPTA, the British Council was chosen as the preferred bidder and a contract for the PPTA between Asian Development Bank, the British Council and Government of Pakistan was signed in Manila on 22 December 1995 (The British Council 1996, p.2). The British Council's Consultant Team Leader (CTL), Mr. Noel McNamara, arrived in Pakistan on 19 January 1996. It was agreed by the Bank and Government of the Pakistan, that the preparation of the second project should reflect the experience gained from previous projects. Insufficient involvement of provinces in project formulation is likely to lead to limited commitment and the insufficient provision of counterpart funds by the provinces. During project preparation, therefore, it was considered essential that the provincial governments should be involved at all stages through dialogue with senior officials (The British Council 1996, p.3). Following were the purposes of in-service teacher training:

- i. The teacher should be trained to deliver the intended curriculum. He or she is fully familiar with its requirement and its spirit and

“trained” to implement it. The teacher should be the agent of the implemented curriculum.

- ii. The teacher should be able to use, aids to implement the curriculum. Chief amongst those were textbooks, laboratories, and equipment in science and mathematics, and supplementary learning materials. All those aids should be based on the requirements of the “intended curriculum”.
- iii. Assessment system, public examinations and classroom-based tests should reflect the intended curriculum. (British Council 1996, p.16).

Objectives of in-Service Training workshops in SEP-II

One of the main criteria for a new system was the necessity to address the use of equipment in science teaching, both to ensure that pupils would have covered the necessary practical work in their science classes, but also to enhance understanding by integrating practical work into the teaching and learning process. So teacher’s in-service training workshops were arranged to achieve the following objectives (i) To provide complete introduction/review of new science curricula in each subject. (Physics, Chemistry, Biology). (ii) To provide training to use new teaching methods in each subject. (iii) To provide skills of performing practicals in each subject. (iv) To provide training for students assessment by developing test items in each subject.

Process of Training in SEP-II

For improving the professional standard of science and mathematics teachers, second science education project implemented the following programs of training:

Lead Master Trainers

62 lead master trainers were trained at NISTE Islamabad in the subject of Physics, Chemistry, Biology and Mathematics.

Master Trainer

442 master trainers were prepared to train the elementary science teachers and secondary science and Math teachers.

Science Teachers

Under second science education project:

- i. 7650 qualified science teachers were given training in the subject of Physics, Chemistry and Biology.
- ii. 3825 math's teachers were trained.
- iii. 3825 teachers from elementary side given training on General Science.
- iv.

In-Service Teachers Training Workshops under SEP-II

Two types of workshops were decided to conduct for science teacher's in-service training. They were as follow:

- i. Workshops of, physics, Biology and Chemistry.
- ii. Workshops of Mathematics

Review of related Studies

Sadia (2001, p.3) conducted a research study on the "Evaluation of refresher course conducted for secondary school teachers of Jehlum for the year 2001" and the recommendations were: (i) The training procedures need to be improved for in-service training. (ii) The procedures of nomination may be changed. In spite of D.E.Os heads of school are concerned. (iii) The training of female teachers may be organized at the nearest centers. (iv) Only those teachers who are expected to continue the job may be nominated for the training. (v) Competent trainers are deputed for the training of teachers. For the purpose of uplifting the competencies of teachers, the same researcher suggested the in-service training of teachers, especially in their subjects with respect to the content, pedagogy, student assessment and evaluation. The need of teacher's training in the area of student assessment and evaluation can be assessed in the light of the findings of the study, SERPP Study # 13, (1996, p.56) "Improving Examination Quality in Pakistan" that teachers receive little or no pre-service or in-service training in assessment, and are unfamiliar with basic principles and techniques of test construction and interpretation, e.g. for diagnostic purposes. Internal assessment is therefore almost exclusively limited to checking pupils' recall of factual material covered in the textbook, memorization of passages of text, or recitation of teacher's notes. Teachers-made end-of -term or end-of -year tests are the same: they do not challenge pupils to display the whole range of what they know and can do and do not

provide a valid, reliable and comparable basis of promotion to the next class nor for selection into various forms of further education. The impact of incompetence of teachers in pedagogy on science subjects identified by Slimming (1993, p.25) "Project Monitoring and Evaluation: Report on Baseline Study" volume- I (January 1993), that:

Performance on the class X Physics test was low, with a national mean of 7.86 out of possible 30 with a standard error of 0.08; however, this was better than the 6.83 norm for class VIII. For Biology, the national mean was 7.62 with a standard error of 0.08 and for chemistry the mean was 8.99 with a standard error of 0.01. The reasons for that were related to the present study they were as: the teachers were not using new methods; there was little or no enquiry learning; there was no learning of science process; teaching aids were almost never used; pupils were not actively involved in the lessons; only a few teachers made use of practical in their teaching.

The problems identified in the National Education Policy (98-2010, p.47-48) about the poor performance of teachers were as follow:

- i. The profession of teaching is usually the last choice for the young men.
- ii. The teacher training programs have an imbalance among the courses pertaining to academic knowledge of the subject, content of school curriculum, teaching methods, teaching practices and curricular activities. This is because of the short duration of most of the existing teacher education programs.
- iii. The teacher training institutions are facing budgetary and financial constraints and are not adequately equipped to meet the requirements of a dynamic system of quality teacher education.
- iv. There is no effective relationship between the demand and supply of teachers at any level of

education in Pakistan. Teacher training is carried out without a viable policy and planning framework, resulting in imbalances between the demand and supply situation.

- v. The teacher training institutions face acute shortage of facilities, such as, buildings, equipment, furniture, teaching aids, library books and other reading materials. The teacher educators are not provided with necessary support services. These institutions are also not supervised in an effective manner.
- vi. In-service training programs for teacher education are almost non-existent. There is no institutionalized arrangement for providing regular training to teachers and teacher educators. Sporadic training opportunities, if any, lack in quality.

The reasons for poor outcomes of in-service teacher training identified by Slimming (1996, p.45-49) that The current standards of staff development in science and mathematics in Pakistan, including the effects of the first Science Education Program (SEP-I), are difficult to quantify and assess. The main perception is that the quality of the in-service teacher training had been uneven, often inappropriate in context of a hand on practical approach to teaching science, and too general. In short the staff development that has been ineffective and no real change has ensued in the teaching of science and mathematics. Very little hands on or practical work is being offered to the pupils and no innovation has taken place in the teaching of science.

The poor outcomes may have been resulted from a number of reasons, not least because the second phase of the staff development program was never implemented, but also because of flaws in the original design of the training system and in the training materials used. For the professional development of teachers in the subjects of science and mathematics it was suggested by Rasul, S.M. (1992, p.25). "The System of Education in Pakistan" that the teachers of science and mathematics, like all professionals, require ongoing and cumulative professional development programs that enhances and maintains their teaching skills and knowledge. To achieve good

quality science and mathematics education it is essential that the highest standards should be applied both to the initial training of teachers and to the maintenance of their specialist skills throughout their professional life. Because science and mathematics education are disciplines that grow and change, teachers cannot depend on what they learned in their initial training to carry them through their entire careers. To conclude it can be said that findings of researches show that system of in-service teachers training is inadequate in Pakistan. Poor performances in the subjects of science and mathematics were due to incompetence of teachers. Researches and reports recommended the teachers training programs for the professional growth of teachers.

Methodology

Being descriptive research descriptive method of research was applied to investigate the problem under the title, "Evaluation of In-Service Training Workshops for Secondary School Teachers under the Science Education Project (SEP-II). (Mckenna, 1982, p.65) The population for the present paper consisted of 90 male participants from District Rawalpindi. Whole population was taken as sample. The data were collected through questionnaire from the respondents. The questionnaires prepared for the data collection were distributed to most of the respondents personally. Because this is the most reliable way of the distribution, to ensure it's reaching to the target. The remaining was distributed through mail. Frequencies of responses of different options under each item were obtained through tallies. Percentages of each component of the workshop were worked out. The tables showing frequencies and percentages regarding each of the items of questionnaire were prepared. Data were analyzed keeping in view the research objectives.

Analysis of Data

Data collected through the questionnaires were analyzed in the following tables:

*Table-1: Participants perceptions about workshop Management
(Percentages)*

Variables	Options		
	Agree	Disagree	Undecided
Invitation letter	76%	19%	5%
Study material	81%	13%	6%
Seating arrangements	75%	23%	2%
Inspection	76%	15%	9%

Table 1 indicates that a majority of the participants (76%) received the workshop invitation letter in time from the concerning department. Majority of the participants (81%) agreed on the fact that they were provided sufficient study material for training at RTC. Majority of the participants (75%) agreed on the fact that they provided suitable seating arrangements at RTC. Majority of the participants (76%) was of the view that no inspection team regularly visited the workshop.

*Table-2 : Participants perceptions about Master Trainer of Physics
(Percentages)*

Variables	Options		
	Agree	Disagree	Undecided
Command on new content	23%	68%	9%
Methodology	26%	68%	6%
Models making	19%	72%	9%
As a trainer	17%	79%	4%

Table 2 shows that a majority i.e. 68 MT had no command on the content of the new curricula. Majority of the participants were of the view (68%) that the MT had no command in using of new teaching methods .In the light of the opinion of the majority (72%); it is found that the MT had no command in preparing models by the use of low

cost material. Majority of the participants (79%) were of the view that the MT was not well prepared for the training purpose.

Table-3 : Participants perceptions about Master Trainer of Biology(Percentages)

Variables	Options		
	Agree	Disagree	Undecided
Command on new content	20%	68.3%	10%
Methodology	50.5%	40%	9.5%
Models making	77.6%	22.4%	10%
As a trainer	64.7%	25.3%	10%

Table 3 reveals that a majority of MT (68.3%), had no command on the content of the new curricula. In the light of the opinion of the majority of the participants (50.5%), it was found that the MT had good command in using of new teaching methods. In the light of the opinion of the majority (77.6%), it is found that the MT had no command in preparing model by the use of low cost material. According to the view of the majority of the participants (64.7%), it was found that the MT was not well prepared for the training purpose.

Table-4: Participants perceptions about Content of new course (percentages)

Variables	Options		
	Agree	Disagree	Undecided
Discussion of new topics	80%	15%	5%
Review of the new course	76%	20%	4%
Solution of new numerical	77.6%	22.4%	10%
Discussions on activities	64.7%	25.3%	10%

Table 4 presents that a majority of the participants (80%) were of the view that new topics included in new course were not discussed in the Workshop. Majority of the participants (67%) was of the view that review of the new course was not done in the workshop. Majority of the participants (67.6%) agreed that solution of new numerical was not provided. Most of the participants (64.7%) were of the view that discussion of activities was not done. (Table IV).

*Table-5: Participants perceptions about Teaching methodology
(percent ages)*

Variables	Options		
	Agree	Disagree	Undecided
Activity based method	80%	15%	5%
New teaching methods	76%	20%	4%
Demonstration method	75%	22.4%	2.6%
Method relevance to topic	64.7%	25.3%	10%

Table 5 shows that a majority (80%) of respondents agreed that the activity based teaching method was not used in the workshop. Majority (76%) agreed that then new teaching methods were not used according to the topic requirement in the workshop. Majority (75%) agreed that the demonstration teaching method was used in the workshop. Majority (74.7%) agreed that the new teaching methods were not used according to the topic requirement in the workshop.

*Table-6: Participants perceptions about practical work
(percent ages)*

Variables	Options		
	Agree	Disagree	Undecided
Training about new practical	77.6%	12.4%	10%

All new practical coverage	77.6%	12.4%	10%
All new practical coverage	90%	8%	2%
All old practical coverage	77.6%	15.4%	7%

In table 6 it is revealed that high majority (77.6%) of respondents agreed that training of performing of new practical was not imparted in the workshop. .Majority (77.6%) agreed that all new practical were not performed in workshop. Majority (90%) agreed that training of performing of old practical was not imparted in the workshop. Majority (77.6%) agreed that all old practical were not performed in workshop.

*Table-7: Participants perceptions about assessment work
(percent ages)*

Variables	Options		
	Agree	Disagree	Undecided
Test item development	85%	12%	3%
Bloom Taxonomy	77.6%	12.4%	10%
Test item practice	90%	8%	2%
Assessment practice	77.6%	15.4%	7%

Table 7 reveals that high majority (85%) of respondents opined that no work was done on Test Item development in the workshop. .According to the majority (77%), Bloom Taxonomy was not discussed in the workshop. .According to the majority (90%), no work was done on Test Item development practice in the workshop. .According to the majority (77.5%), no work was done on assessment in the workshop.

Conclusions

On the bases of the findings of the study, following conclusions were drawn:

1. Majority received the invitation letter in time, study material was sufficient and sitting rearrangements were good. It reflects that the concerning department did its duty well,
2. Inspection team did not regularly visit the workshop. It means workshop was not properly monitored by workshop organizers.
3. The Master Trainers of Physics and Biology had not good command over the content of new curricula, teaching methods and performed poorly as trainers. MT was not well prepared for training. It means that the MT was not professionally trained for the task; or it may be due to lack of motivation.
4. Content of new curricula was not fully covered in the workshop, and participants were not satisfied with it. New teaching methods were not used in the workshop, while new curricula demands new methods like Model teaching method, activity teaching method and use of low cost material during model making.
5. The practicals portion was not covered fully in the workshop. As new practical were introduced which required training, but this element of training was not given due importance in the workshop. Test Item development element was totally ignored in the training. Bloom Taxonomy was not discussed in the workshop.

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The Present Condition and Teacher's Understanding of Career Education in South Korea: Based on the SWOT Analysis

Chang Oh Bae *

Abstract

In this study, the practical model of career education applicable to current education is proposed based on the comprehensive analysis of the strength and weakness of internal resources in addition to the analysis of elements of the external environmental opportunity and threat in relation to the career education of current schools in South Korea. To propose the practical model, a firm grasp of teachers' understanding on career education was needed since teachers are the primary subject of career education. For this study, survey and additional interviews with the members of the Seoul Metropolitan Society for the Study of Career Education were conducted for qualitative analysis. Moreover, 170 middle school, high school, and vocational school teachers who were in the middle of the career education training were also surveyed, and interviewed for quantitative analysis. From the study, it was confirmed that as a result of the internal resources, teachers and the nation increased awareness on career education. However, the lack of verification on the product of career education and the insufficient user centered approach were indicated from the analysis of the internal resources. The key elements of the external environmental opportunity were presented—changed people's understanding from seeking higher education to pursuing income, changed views on occupations, and emphasis on importance of the lifelong career development in the aging society. The identified key elements of the external environmental threat were standardized values and distinctions on occupations presented in the society and lack of connections with career education related organizations. Through quantitative analysis, the need of practical counseling training, vocational education, and user-centered customized career education were confirmed. In the

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discussion section, suggestions were made on improving the education community, introduction of academic-industrial connecting system, and practical use of customized consultation system.

Keywords: Career Education, Comprehensive Analysis, Practical Model, Internal Resources, User-Centered Approach

Introduction

Career Education is an educational activity for supporting individual to plan and prepare for his lifelong career. The career education helps individual to be aware, explore, prepare, maintain, and improve in their field according to his own aptitude, interest, and ability. It is a holistic experience, which can be gained cooperatively from school, family, and local community in the individual's lifetime education even before entering school. It is an inclusive concept of career guidance, career consultation, and the curriculum education program. There are four emphasized points in the career education (Hwa-Joo Ha, 1999). First, it is a process of finding a perfect career by discovering individual's aptitude and interest. Second, it is a process of helping students to find a job after graduation. Third, it is a process of helping students to prepare for their future career life. Finally, it is a process of preparing the life of students after their graduation which is not limited to their career life. Depending on which process to emphasize more, the start line of career education can be changed. To verify the process of making career decisions and to promote effectiveness of career education, it is important to identify not only the barriers of career education, but also the comprehensive environmental causes of changes in school centered career education (Phinney, 1992).

Therefore, to develop and propose a practical career education model, finding the causes of the changes that occur in career education that can be applied to the present educational status in South Korea is needed after comprehensively analyzing the strength and weakness of internal sources as well as the essential elements of external environmental opportunity and threat relating to the present career education. School is a place to practice career education and teacher is its subject. The characteristic of a teacher may affect children, as much as parents do, to acquire knowledge, value,

attitude, and skill needed in growing as a member of society. The attitude and the role of a teacher are the decisive variables which control the success of career education. To propose the practical model of career education, it is necessary to identify the present state of career education in the country from the teacher's understanding of the system, since they are the main subject of education. In this study, the actual state of career education's present state is specified through both qualitative and quantitative SWOT analysis.

In this study, a method was chosen to carry out both quantitative and qualitative analysis step by step, and the main causes relating to teachers' perceptions of career education was actualized through the method. The result of this study can be used practically for the use of initial foundational data to build the successive model of career education; moreover, it can be used effectively for the efficient career education as well as for the suggestion of policy.

Method and Process

Qualitative Analysis on Actual State of Career Education

The analysis on actual state was done on June 21, 2006 at Gae-Won Middle School, and the subject was teachers and parents who attended the Seoul Metropolitan Society for the Study of Career Education. On June 29, 2006, survey and additional interviews were done on teachers who attended the career education banquet at Sung-Soo Elementary School, which was held by a performing group of special study task. The rest of the items were core items of career education drawn out in the following outlined documents. The actual state of career education in South Korea verified through interview and survey analysis and documents were summarized in table 1.

Table 1: The Actual State of Current Career Education Analyzed by SWOT

<ul style="list-style-type: none"> ·Organizing National Career Education Committee ·Expansion of career education through the Ministry of Education's career information center/ career-net business ·The Ministry of Labor actively 	<ul style="list-style-type: none"> ·Lack of the life-long career development idea beyond career selection ·Insufficiency of strategic leadership in national level ·Inadequacy of career education goal and professional's ability
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<p>promote the advancing the nation plan for the employment service ·Operating ‘Career Experience Day’ ·A trend of strengthening career education duty in the city and provincial Office of Education ·Increase of teachers recognizing the importance of career education/trend of expanding teacher training ·Development of various programs ·Manpower pulled by career guidance lecturers</p>	<p>criterion ·Lack of systematic verification about the result of career education ·Insufficiency of user centered approach ·Absence of union among related specialty areas ·Reduce of time for career education caused by carrying out five school days a week ·Lack of nongovernmental service monitoring ·Lack of understanding career selection based on special ability and aptitude</p>
<p>S</p>	<p>W</p>
<p>·Change idea to pursue practical income rather than academic clique ·Specified various occupational category ·Sympathizing the importance of life-long career development in the changing career world and progression of aging society ·Increasing expectation of economical and societal product as a result of career education ·Increasing accessibility of career education as a result of information and communication technique development ·Emphasizing local community centered career education caused by localization ·Possibility of providing suitable service to user’s demand and characteristic within a trend of providing nongovernmental service</p>	<p style="text-align: center;">O</p> <p style="text-align: center;">T</p> <p>·Insufficiency of relationship with other related institution ·Limited views on decent job caused by standardized values of society ·Tendency to select stable career because of fear in change and adventure ·Possibility of career education operation becoming mere talk by being pushed out of visible threats and vivid product ideas ·Societal discrimination on technical job and productive activity ·Lack of systematic support from the Administrative Office of Education ·Deepening of wage disparity based on educational background</p>

Difficulty of employment	
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From the result of qualitative analysis, strengths of internal resources relating to career education are concerned about career education at the national level and starts at the cooperation among ministries and offices. There was a high level of significant change at each school level's career education activities, and the Seoul Metropolitan Office of Education recognized the importance of career education with cooperation of the Office of Education, and they began to search for effective plan to practice them. Above all things, practical changes at the education site such as teacher's understanding of the importance of career education and their active participation in the training, and operating Career Experience Day at the school were recognized as the strengths. The weakness of internal resource relating to career education was identified as lack of verification of the product of career education done at each school level. Moreover, insufficiency of user centered approach was indicated as well. Worrying about shortage of the amount of time spending on career education because of gradual expansion of the five day school system was also classified as a weakness. Among many other weaknesses, especially the lack of unity or relationship between related specialty areas and lack of nongovernmental service monitoring were identified.

Rather than the academic cliques, the primary factors of external environmental opportunity were that there were changes in the views of occupations and ideas to pursue practical income. Specified various occupations also became a part of the opportunity factor. Moreover, the importance of life-long career development which necessarily concerned the aged society came into prominence and the expectation on economical and societal product about career education increased; in addition, the accessibility of career education information became easily accessible, because of the rapid development of information and communication techniques. All these things were classified as opportunity factors. Other primary factors include emphasis on local community centered career education caused by localization trend, and the difficulty of

employment, which is influenced by the importance of gaining prominence of career education.

Teachers recognized career education as related factors of external environmental threat, such as prejudice in the world of occupation because of the standardized values of society, propensity of selecting stable job, and possibility of career education operation becoming mere talk because of the preparation moving on to the higher grade. Other primary factors of obstructing career education are societal prejudice and discrimination on technical jobs and manufacturing jobs, and a phenomenon of deepening wage disparity according to educational background. Furthermore, lack of relationship with other related institution for career education and lack of systematic support from the Administrative Office of Education were indicated as primary factors of threat.

Result

Table 2 presents demographic characteristics of participants.

*Table 2: Demographic Characteristics of
Participants Gender Frequency*

	Frequency	Percent (%)
Male	77	45.3
Female	93	54.7
Total	170	100.0

Frequency of Current Workplace

	Frequency	Percent (%)
Middle School	105	61.8
High School	19	11.2

Technical		
High School	46	27.1
Total	170	100.0

As Table 2 presented, there weren't any big difference in gender, but much more frequency on middle school teachers was presented in current workplace.

For the results of verifying teachers' understanding of career education, to the question, "What do you think career education is?" (Question-1) the most answer given to the question was providing information about work and occupations to students (44%). The most given answer about the core of career education (Question-2) was also providing information about job and entering higher grade schools (41%). Small number of people answered career counseling for both question-1 (3%) and 2 (7%). To the question of when the proper time to begin career education should be, people responded in the following order: from elementary school (41%) > middle school (39%) > high school (11%) > kindergarten (5%). The results suggest that teachers recognize that career education should begin from the childhood period; however, they place great deal of weight on job analysis instead of self analysis in the guidance of occupation and career, and counseling was a no small burden to teachers. The reliability of SWOT measurement used in this study to find out the present state of career education was considered as acceptable based on the result of applying it to 170 participants—the Cronbach's α were .8543 for strength (S), .7894 for weakness (W), .8127 for opportunity (O), and .7823 for threat (T).

To verify the possibility of different understanding on the present state of career education between gender, the total score of SWOT was analyzed by one-way ANOVA, and the results are presented in table 3 (descriptive statistics) and table 4 (ANOVA).

Table 3: Descriptive Statistics

Category	Gender	Sample Number	Mean	Standard Deviation
Strength(S)	Male	77	19.4935	2.4528
	Female	93	18.6989	4.2523
Weakness(W)	Male	77	26.8182	3.8788
	Female	93	28.1935	3.9734
Opportunity(O)	Male	77	22.4156	3.2901
	Female	93	23.2366	3.2949
Threat(T)	Male	77	21.4675	3.4435
	Female	93	21.9785	5.9417

Table 4: Total Score Difference of SWOT between Genders

		Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.
Strength(S)	Between Group	26.595	1	26.595	2.107	.149
	Within Group	2120.817	168	12.624		
	Total	2147.412	169			
Weakness(W)	Between Group	79.682	1	79.682	5.157	.024*
	Within Group	2595.971	168	15.452		
	Total	2675.653	169			
Opportunity(O)	Between Group	28.391	1	28.391	2.619	.107
	Within Group					

	Within Group	1821.497	168	10.842		
	Total	1849.888	169			
Threat(T)	Between Group	10.998	1	10.998	.445	.505
	Within Group	4149.126	168	24.697		
	Total	4160.124	169			

As Table 4 presents, female teachers (28.1935) recognized more weaknesses concerning the present state of career education ($p < .05$) than male teachers (26.8162). There were no gender differences in S, O, and T areas.

To verify the possible different understandings on the present state of career education according to teachers' workplaces (middle/high/technical high school), the total score of SWOT was analyzed by one-way ANOVA, and the results are presented in table 5.

Table 5: Differences of SWOT Total Score Based On Workplaces (Middle/High/ Technical High School)

		Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.
Strength(S)	Between Group	21.155	2	10.578	.831	.438
	Within Group	2126.257	167	12.732		
	Total	2147.412	169			
Weakness(W)	Between Group	52.109	2	26.054	1.658	.194
	Within Group	2623.544	167	15.710		
	Total	2675.653	169			

Opportunity(O)	Between Group	21.335	2	10.668	.974	.380
	Within Group	1828.553	167	10.949		
	Total	1849.888	169			
Threat(T)	Between Group	79.417	2	39.708	1.625	.200
	Within Group	4080.707	167	24.435		
	Total	4160.124	169			

n.s.

As Table 5 shows, there was no difference of SWOT total scores based on workplace (middle/high/technical high school). Thus, teachers do not understand the present state of career education differently according to their current workplaces.

To verify any difference in understanding of the present state of career education according to teachers' gender and workplaces, two-way ANOVA was used. As a result, the interaction effect was presented only in the opportunity (O) factors, and Table 6 shows the result.

Table 6: The Result of Two-Way ANOVA of the Opportunity Factors based on Teachers' Gender and Present Workplace

	Sum Squares	Degrees of Freedom	Mean Square	of F	Sig.
Gender	8.613	1	8.613	.927	.337
Workplace	9.750	2	4.875	.524	.593
Gender * Workplace	240.796	2	120.398	12.952	.000
Error	1524.531	164	9.296		

Total 90725.000 170

Male teachers who worked at technical high schools (25.01) felt that the primary factors of opportunity acted prominently at the present state of current career education. There was no interaction effect of gender and workplace in S, W, and T areas. Table 7 and 8 present the result of SWOT total score one-way ANOVA which was used to verify any differences in recognizing the present state of career education based on teachers' educational background.

Table 7: Descriptive Statistics

		Sample Numbers	Mean	Standard Deviation
Strength(S)	College Graduate	91	18.4066	3.7594
	Graduate School Graduate	63	19.9524	3.1286
	Above Graduate School	16	19.2500	3.4545
Weakness(W)	College Graduate	91	27.0879	4.4563
	Graduate School Graduate	63	28.6667	2.6881
	Above Graduate School	16	26.0000	4.5019
Opportunity(O)	College Graduate	91	22.1538	3.8641
	Graduate School Graduate	63	23.6032	2.1140
	Above Graduate School	16	24.0000	2.9212
Threat(T)	College Graduate	91	19.9890	5.4211
	Graduate School Graduate	63	23.8413	3.3707
	Above Graduate School	16	23.5000	3.6878

Table 8: Result of One-Way ANOVA of SWOT Total Score based on Teachers' Educational Background

		Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.
Strength(S)	Between Group	89.599	2	44.799	3.636	.028
	Within Group	2057.813	167	12.322		
	Total 1	2147.412	169			
Weakness(W)	Between Group	136.356	2	68.178	4.484	.013
	Within Group	2539.297	167	15.205		
	Total 1	2675.653	169			
Opportunity(O)	Between Group	100.963	2	50.481	4.820	.009
	Within Group	1748.926	167	10.473		
	Total 1	1849.888	169			
Threat(T)	Between Group	606.722	2	303.361	14.257	.000
	Within Group	3553.402	167	21.278		
	Total 1	4160.124	169			

As Table 7 and 8 illustrate, teachers with higher educational background are more likely to recognize career education's strength, weakness, opportunity, and threat factors more seriously. This finding suggests that as teachers' educational backgrounds are getting higher, more information about overall present state of career education is available, and more realize the status specifically.

In addition, based on the result of Pearson product-moment correlation coefficient between the age of teachers and SWOT total

scores, higher understanding of strength, weakness, and threat factors were presented as teachers' ages get older ($p < .05$). However, no correlation ($r = .135$) between the age and the primary factors of opportunity was found ($p > .05$). It suggests that as teachers' age and working years increased, they are more likely to understand deeply about the present state of career education; however, their understanding of overall present state of society are not presented.

In this study, it was to verify those primary factors that best explain the effectiveness of career education program. For this, stepwise regression analysis was operated with the total score of career education program as a dependent variable and each score of SWOT as independent variable. The result is presented in Table 9.

Table 9: Regression Analysis of SWOT Affecting Effectiveness of Career Education Program

Given Order of Model	R	R Square	Adjusted R Square
1.Strength(S)	.645	.452	.449
2.Opportunity(O)	.691	.481	.480

As Table 9 indicates, teachers who recognize strength more in career education are more likely to think that career education program is effective (R square = .452). Moreover, as teachers think that there are many primary factors of opportunity, they also think that the program is effective (R square = .029). Seriously recognizing weakness and threat were not the primary factor explaining the effectiveness of career education program. Based on these results, as teachers had stronger recognition of optimistic factors like strength and opportunity of career education practiced in South Korea, they are more likely to have a positive attitude toward the need and effectiveness of career education program.

Conclusion and Discussion

In this study, strength and weakness of internal resources as well as opportunity and threat factors of external environment relating to the present state of school career education were analyzed

comprehensively. One of the career education related strengths of internal resource is the increase of interest on career education. Remarkable substantial changes occur in the education field such as teachers' active participations in training with recognition of the importance of career education and operating Career Experience Day at the school are encouraging environment. As Table 7 and Table 8 confirmed, teachers with higher educational background are more likely to recognize the career education's strength, weakness, opportunity, and threat factors more seriously. This finding suggests that as teachers' educational backgrounds are increasing, more information about the overall present state of career education is available, and more specifically realize the status. Thus, knowledge and informative level of teachers who are interested in career education are the important cause of changes directly related with effectiveness of career education.

The weaknesses of internal resource related with career education are the lack of visible verifications on the product of career education and the lack of strategic approach concerning special abilities and aptitude. As Table 5 shows, there was no difference of SWOT total scores ($p < .05$) based on workplace (middle/high/technical high school). The fact that teachers do not perceive the present state of career education differently according to their present workplaces proves the contrary that special quality education is insufficient. This fact is reflected in the result of correlation analysis that as teachers' age and working years were increased, they were more likely to understand deeply about the present state of career education; however, their understanding of overall present state of society and educational atmosphere were quite pessimistic. Since it is also true that monitoring of nongovernmental service were insufficient, personal and institutional operated infrastructure which can support career education is absent.

The opportunity factor of external environment relating to career education is changing the views on occupations. Pursuing real income rather than higher education and various specified occupations are clear evidence that society is changing. Since career development in aging society is a lifelong problem to be solved, societal expectation can only be increased. Becoming easy to

approach career information caused by information and communication techniques is also supportive factor of opportunity. Emphasizing local centered career education caused by a trend of localization is increasing the need of customized career education. As Table 6 shows, especially male teachers who worked at technical high schools prominently experienced the primary factors of opportunity in the present condition of current career education. This kind of recognition reflects teachers' understanding that career education is practical in severe difficulty of employment and must be directly connected with the immediate job creation. For a primary factor of external environmental threat relating to career education, teachers presented unchanging deep-seated and traditional views of the society. Moreover, a phenomenon of deepening wage disparity according to educational background is also unchanged. Thus, career education can only focus on preparing to go on to a higher grade unless standardized understanding of occupation is corrected. As Table 2 presented, teachers recognized that career education should begin from the childhood period; however, they place great deal of weight on job analysis instead of self analysis in guidance of occupation and career, and counseling was a no small burden to teachers. It seems like basic training for teachers in counseling area is needed for balanced career education.

As Table 9 indicated, in overall, teachers were giving attention toward strength (R square = .452) and opportunity factors (R square = .029) rather than weakness and threat factors, and they hypothesized effectiveness of career education based on those things. Therefore, career education which is currently taking effect in South Korea needs, at first, to practically use the strength and opportunity facts.

In this study, institutional suggestions considering present condition of career education in South Korea were created based on the results. First of all, substantial organization and administration of local Council of Career Education are needed. Administrative and financial system which can substantially support actions of current organized local Council of Career Education must be established. One of the ways to do that is to develop an on-line and off-line career education system, which may promote communicating and

sharing information among members. To practically use education linked system, institutional support is also needed. Making education community as organizations or groups which can support field experiences, web using studies, and inviting guest speakers, and giving institutional benefits such as tax cut to organizations or groups which can support career education in schools are considerable plans.

Above all, educational-industrial connected career education must be revitalized. It is a basic strategy of focusing on external primary factors of threat. By giving prominence to still rigid and biased social understanding, changes to practical and realistic career education focused understanding are needed. In addition, consistent experimentation about occupations of what the society really wants is needed. Developing career education program which can promote image of businesses as well as substantial educational effectiveness of schools at once through constructing educational-industrial connected career education system is also a recommendable method. To make this method to work, expanding interests of educational-industrial career education from technical high school centered to elementary, middle, and general high schools, and developing programs which deepen career education step by step must be established. Having five school days can be a weakness of career education since it reduces the time for career education. To induce active involvement of education communities, it is also essential to produce the result of career education as promotional documents and hand them out to the press or related organizations, and mandatory promote school principal's career education ideas during job training for school principals. Institutional suggestion can be made, which clearly states career education related evaluation indicators and expands allotting marks during school evaluation.

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Challenges of Information and Communication Technologies for Women

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Abstract

The purpose of this study is to detect the personal gain of women after using information technologies and to determine how, why and how often they use information technologies, which were designed for men, and which are under men's domination. In the study, after mentioning technology and information technology in general, literature review will be done by examining the studies on women and information technologies. This study questions the relationship between women and information technologies and its differences from men, the sample is 1100 people, 550 of which are men and 550 of which are women. A questionnaire with 25 questions was applied in interviews. The questionnaire was practiced upon the questions in the survey "2008 Information Technologies Use of Residents" conducted by Turkey Statistics Institute. The sample was selected homogeneously among the people using computers and the internet at home, work or in internet cafés who are at least high or junior high school graduates and between the ages of 16-65. The selection was made according to their work and marital status. The data of questionnaire was uploaded to a computer by using SPSS software, and analyzed by using cross and frequency charts. The data was evaluated under the main titles of: the profiles of the people, who took the questionnaire, use status of information technologies, access type, rates of use, frequency of use, purpose of use, and personal gains after use.

Keywords: Information Technologies, Internet, Social Gender, Woman

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Introduction

Femininity and masculinity are the main categories in human relations. In everywhere and every culture, people categorize the person who encounters as a man or woman. The perceived normal features of masculinity and femininity and how these features affect individuals, their relationships and society in general change according to time and place (1).

The role of man and woman in social life, the field in which they exist and especially manipulation of the labor force according to social gender is closely related with how this relationship is socially formed. It is a general belief that men and women have different relations with technology. This relationship, which is accepted as universal, begins with the birth of a child and becomes a part of his social identity. This relationship that begins in family with socialization continues through educational institutions and is reinforced by mass media. For instance, a girl plays with a doll and a boy plays with a toy car. A girl has home economics course at school, while a boy has repair and maintenance course. In ads, while the girl plays with a Barbie, the boy plays in front of a computer. These countless examples reveal that there is a different relation between social gender and technology. While women are considered to be related to the domestic use of technology, men are believed to be the producer of it (2).

It is a well-known fact that women's opportunities of using recent information technologies are limited compared to men. Besides, if women use these technologies, they use them in order to do the jobs, which are considered suitable for their feminine roles such as entering data and typing a text. In short, computers are presented as a new model advanced typewriters for women, in this way, the uses of a new technology is restrained. Technologies are not unbiased instruments as they are claimed to be. In contrary, technologies are the instruments that regenerate the dominant social structure and relations. The woman that is considered not predisposed nor close to technology, woman culture and the feminine information produced in this culture trivialized by dominant sexist ideology. For example, while the subject of technology history is the contributions of men to the improvement of science and technique, women's relation with

the tools and devices in terms of domestic work process in daily life and the meaning and usage value they lay to these devices are neglected as well as their original designs and practice. Their genuine designs about cleaning, saving, hiding and protecting are ignored (3). However, the field of information technologies is full of opportunities of self-realization and liberty for women. Information technologies also have the potentials of using them in favor of women. Thus, detecting by whom and for which purposes these recent technologies, also called as new media information and communication technologies or information technologies, are used is important in order to generalize the use of these technologies for women and detect the usage problems and whether there is a gender related difference in use.

Socialization and Social Gender

Most of the human behaviors are learned behaviors. Learning certain things in a certain society happens in a formation called socialization process. The process of learning humanistic behaviors is called socialization (4). Socialization is the process of individual's learning the rules, norms, attitudes and behaviors of society, and acting in line with these learnings, and, therefore, gaining a personality, individuality in the society. Socialization begins with the birth of an individual and continues through his life. Socialization is a learning process. In this process, there is a learner-teacher interaction. The teacher is society and the learner is the individual who goes through the socialization process. (5)

Identity shows the individual's characteristics, which separate him from other individuals. The questions of who is the individual, what are the characteristics and roles of the individual and what can the individual do are all related to the identity. Identity is the expression of an individual's defining and positioning him. In other words, it reflects how a person defines and positions himself in his own social world. It is a response related to who he is and where he stands. Sexual identity is an important part of one's self. A person's defining himself as a woman or a man is the inner personal connotation of femininity and masculinity revealed as personality and behavior. The cultural meanings of sexuality are considered as social gender roles. After the children are labeled as a girl and a boy, they start to learn

and acquire the cultural meanings of sexuality. Social gender role is a group of expectations which are expected to be fulfilled by individuals (6).

The concept of social gender is based on the behavior patterns learned in a society and men's and women's social form of self expressions. That is, social gender is a cultural concept. It establishes the distinction between man and woman in terms of roles, behaviors, mental and emotional features. It also establishes the beliefs and expectations about how it should be. Social gender is the sum of the differences that were set socially between man and woman and that can change according to time and cultures. The roles and responsibilities of social gender include a tense learning process that takes place in socialization (7). A new born baby has a biological sex. It does not have a social sex yet. While growing up, society puts a series of behavioral patterns and rules appropriate for his gender in front of the child. Certain socialization factors, especially family, media, peer groups and school, embody these expectations and models and creates environments in which the child can own them. In addition to this, various learning mechanisms such as conditioning, training, taking someone as a model, identification intervene in this process (8). We learn most of our behaviors and values from social conditionings and examples. Initially, the examples and models acquired from family and the immediate area form future behaviors and attitudes of individuals. Mostly, the man acquires his shape from, the first male model, the father. Similarly the woman gets hers from the mother, the first female model. Like it or not, the attitudes of our fathers and mothers have rocked our identities and they formed both our sexual roles and our perception of the opposite sex. The conceptual and behavioral expectations of the society from man and woman are quite different. According to the generalized results of the past research, men display sexual roles complying mostly with success, power, autonomy, aggression and self-realization while women display sexual roles on supporting, relationship, help, respect and sacrifice. It has been detected that men mostly displayed behaviors about practical and functional subjects (doing a job to finish a work, autonomy and self-protection). On the other hand, women displayed behaviors about the subjects of

expression and relationship (sensitivity to others' needs, supporting and dependency) (9).

Information Technologies

New media has begun to develop by adoption of improvements in computer and information processing to communication technologies after 1970s. Therefore, the new media has been called as information and communication technologies (10). Utilization of the computer has increased especially in the last decade of the 20th century. This increase occurred by spreading around the world and by varying the computer usage area. Information Technologies is a field which emerged as a result of the improvements in computer sector and it includes the technology of computer hardware and software that are used to save, transmit and process the data. However, today, Information technologies (IT) is not a field that is limited to configuration of software and installation of systems. With a more contemporary look, information technologies have a number of components such as computer hardware, software, networks, communication technologies, work force trained in the field, procedures, and the Internet, Intranet and communication tools. Information technologies are a sector that has existed for 50 years and has utmost importance today (11).

Information Technology comprises all the technologies, including communication and computers, used in gathering, storing, processing, transmitting the information via computers and putting it into service for users. Information technologies are used for all of the information services that are connected to communication and computer services. It helps us do all kind of works in every part of our life and saves us from drudgery work. That is, it gives us the opportunity to spare the time for ourselves. Information technology is related to all other technologies and, as a result, by being used in many different forms, it provides us with the opportunity of an unlimited impact and improvement. Information technologies enable us to reach the information, which is the raw material of information society, at any time and any place. In addition to this, it acts as an intermediary in producing new information. By the help of these technologies, the society is being reshaped (12). The actions, which take place in virtual extent, such as corresponding via e-mail, chatting on the

MSN, searching information on web sites, e-shopping, playing digital games on-line or off-line, using ogo mobile Messenger, and I-pod etc. have been taking hold of the time and the place the traditional media occupies in our daily life and have become a natural part of our lives. Information technologies, which are also called the new media, are used and exist in all part of life such as communication between people, commerce, politics, health, career and games etc. (13).

Information Technologies and Women

New information technologies were neither developed by women not they have been used in favor of women. Women's uses of new information technologies are mostly at the level of passive users and consumers of consumption society. When producing a new technologic appliance, an ideal user is decided. The identity of this ideal user is important. The ideal users of the appliances that are considered to be highly prestigious to use are thought to be men. Using these appliances is believed to be in men's interest and skill area especially in terms of new information technologies. Therefore, the existing inequalities between man and woman are reinforced in the use of new information appliances. A great deal of research related to the use of information technologies by men and woman claims that these technologies maintains and continues the sexism and power relations between man and woman in daily life. Women cannot become free from dominant sexist regime because of the problems they encounter in reaching the technology, and because they are technology illiterate, as well as because of the dominant reflection of patriarchal culture in information technologies (14).

Girls and boys are directed in a different way from the beginning of their lives. Family, school and almost all of the social mechanisms, in which girls take place, trivialize women's experience, produce and design practices of technology by repeating that women are not "close" and "predisposed" to technology and they are "away from it" in many ways. Generally speaking, women represent "predisposed to the nature" and "emotional" one and men represent "mind" and "technical- scientific" one. This categorization is a result of regeneration of patriarchal social gender ideology in every part of society. With the development and spread of information

technologies, the ethnic, class, regional and gender inequalities in reaching and using these technologies have created the rich and the poor (15). The socialization formed by new technologies is not unbiased in terms of gender. Girls- women get little support to internalize these new technologies. There are very few female models and experts related to these new technologies. Economic and time related limitations are the cause for women not to connect with these technologies. The expenses of purchasing and operating these technologies become a bigger burden for women's income compared to men's. Besides, women's having a lot of responsibilities at home and in family brings about many limitations in appraising their time. Most of the women rarely have a personal computer. They share them with their husbands or fathers. The internalization and use of information technologies are limited for women in terms of place and time (16) (17).

The aim of the study titled as "Information Technologies and Women" is to detect the position of women in possessing information technologies, which have a patriarchal structure, how they reach these technologies, usage rates, frequency and aim, the personal gains of women as a result of using these technologies and the difference in these gains between men and women. In order to fulfill this aim the subjects of socialization, social gender, information technologies and women were dealt with. After that, in the implementation part, the relation of women with information technologies and the differences in these relations compared to men were examined and the findings were analyzed in findings and discussion part.

Findings and Discussion

In the study titled as "Information Technologies and Women" in which the relationship between women and Information technologies are questioned, the subject group has been composed of 1100 people, 550 women and 550 men between the ages of 16-64 and living in Eskisehir. The people in the sampling took a questionnaire of 25 questions by interview method and the following results have been acquired. The questionnaire was prepared upon the questions in the survey "2008 Information Technologies Use of Residents" conducted by Turkey Statistics Institute. The sample was selected

homogeneously among the people using computers and the internet at home, work or in internet cafés who are at least high or junior high school graduates and between the ages of 16-65. The data of questionnaire was uploaded to a computer by using SPSS software, and analyzed by using cross and frequency charts. The data was evaluated under the main titles of: the profiles of the people who took the questionnaire (IT possession status, duration of IT use, frequency of use and access type) purpose of the Internet and computer use, the web sites they enter, users' relationship with IT, and personal gains after IT use. Under these titles, the sexual differences were analyzed and some suggestions that can be in favor of women are opened to discussion in line with the results.

Table-1: The Profiles of the People Who Took the Questionnaire

Profiles	Criteria	Women	Men	Total
Age	16-24	70	120	190
		12.7%	21.8%	17.3%
	25-34	220	230	450
		40%	41.8%	40.9%
	35-44	110	80	190
		20%	14.5%	17.3%
	45-54	140	80	220
Education Level	55-64	10	40	50
		1.8%	7.3%	4.5%
	TOTAL	550	550	1100
		100%	100%	100%
	High School	80	210	290
		13.5%	38.2%	26.4%
	College-University and above	470	340	810
	85.5%	61.8%	73.6%	
Marital Status	TOTAL	550	550	1100
		100%	100%	100%
	Married	370	300	670
		67.3%	54.5%	60.9%
	Single	180	250	430
	32.7%	45.5%	39.1%	

	TOTAL	550	550	1100
		100%	100%	100%
	Yes	460	470	930
		83.6%	85.5%	84.5%
Work	No	90	80	170
Status		16.4%	14.5%	15.5%
	TOTAL	550	550	1100
		100%	100%	100%

According to Chart I, 40,9% of the people who were randomly picked as sampling and took the questionnaire are between the ages of 25-34, 20% of them are between 45-54, 17.3% of them are between 16-24 and 35-44, and 4.5% of them are between the ages of 55-64. The rate of the university or college graduates is 73.6% and 26.4% of them are graduates of high school or equivalent. 60.9% of the people are married and 39.1% of them were single. People have a job with a rate of 84.5 and the rate of unemployed people is 15.5%.

Considering the IT possession, all of the women and men who took the questionnaire have cell phones. Women have DVD-VCD players with a rate of 81% while men have the same products with a rate of 80%. 74% of the women and 69% of the men have digital camera. The rate of the women who have own desktop computer is 70%; whereas, the rate of men who have one is 80%. The rate of laptop computer possession is 34% for women and 47% for men. Women own a game console with a rate of 0.7% while men own one with a rate of 16%.

When the question of “who bought your personal computer?” was asked, women responded as “I bought it myself” with a rate of 32.7% and men responded same with a rate of 61.8%. Similarly, 30.9% of the women responded as “My spouse or partner bought it” and the rate was 7.3% for men who gave the same response. The responses for the question “Where do you use your computer most?” were, in the first place, “at work” with a rate of 54.5% for women and 50.9% for men, in the second place, “at home” with a rate of 45.5% for women and 49.1% for men. The rate of those who responded as “at the Internet café” was 12.7% for men and 1.8% for women. The responses for the question of “Where do you use the

Internet most?” were “at home” with a rate of 50.9% for women and 66% for men. This was followed by “at work” with a rate of 43.6% for women and 34% for men. The rate of those who responded as “at the Internet café” was 13.2% for men and 3.6% for women.

The responses for the question “How long have you been using your computer?” were “for more than one year” with a rate of 96.4% for women and 94.5% for men. When it comes to the frequency of use, the response was “every day” with a rate of 87.3% for women and 90.9% for men, and “once a week” with a rate of 9.1% for both women and men. Women stated that they have learned their computer skills by trial error method with a rate of 50.9% while men have stated it with a rate of 67.3%. The rate of the participant women who have learned her computer skills at an official course is 20% whereas the rate of men is 10.9%. Similarly, the rate of the people who have learned their computer skills at an adult learning center is 14.5% for women and 9.1% for men. Lastly, the percentage of the women who have received help from a friend or a relative while learning her computer skills is 12.7% and that of men is 10.9%.

Table-2: The Purpose Of Computer Use

Purpose	Women	Purpose	Men
Communication (MSN, e-mail, chat)	430 78.2%	Internet (surfing)	440 79.9%
As a part of your job	400 72.7%	Communication (MSN, e-mail, chat)	420 76.3%
research	390 71%	Work	340 61.7%
Internet (surfing)	350 63.7%	Playing Games	300 54.4%
Typing	260 47.3%	Research	280 50.9%
Playing games	200 36.4%	Listening to Music	210 38.3%
Listening to	150	Watching	160

Music	31%	Movies	29.1%
Watching Movies	140	Typing	90
	23.7%		16.4%

**The sum of the columns is not equal to a hundred percent as more than one item can be checked.*

According to Chart II, Among the people who took the questionnaire, women defined their purpose of using computer as communication (MSN, e-mail, chat) with the rate of 78.2%, as a part of their job with the rate of 72.2%, doing research with a rate of 71%, surfing on the Internet with the rate of 63.7% and typing with the rate of 47.3%. Men defined their purpose of using computer as surfing on the net with a rate of 79.9%, communication (MSN, e-mail, chat) with a rate of 76.3%, as a part of their job with a rate of 61.7%, playing games with the rate of 54.4% and doing research with 50.9%.

Table-3: Use Status of the People Who Took the Questionnaire

Use Status	Women		Men	
	Yes	No	Yes	No
I do not share my computer	110 21.2 %	410 78.8 %	110 20.8 %	420 79.2 %
I cannot take my turn to use the computer because of the others at home	40 7.7%	480 92.3 %	40 7.5%	490 92.5 %
I don't have time to use computer at home	90 17.3 %	430 82.7 %	60 11.3 %	470 88.7 %
The computer at home belongs to me	190 36.5 %	330 63.5 %	350 66%	180 34%
I cannot use the computer at home comfortably as it doesn't belong to me	60 11.5 %	460 88.5 %	10 1.9%	520 98.1 %
Using computer is a waste of time	90 17.3	430 82.7	120 22.6	410 77.4

	%	%	%	%
I don't like to use computer at home	100 19.2 %	420 80.8 %	140 26.4 %	390 73.6 %
The computer has an important place at home	300 57.7 %	220 42.3 %	330 62.3 %	200 37.7 %

*30 women and 20 men have computer at home.

* The sum of the columns is not equal to a hundred percent as more than one item can be checked.

According to Chart III, for the statements of "I don't share my computer." and "I cannot take my turn to use computer because of the others at home." which render the use status of the people who took the questionnaire, women and men said "yes" at the same rate. However, for the statement of "I don't have time to use computer at home." they said "yes" with a rate of 17.3% for women and 11.3% for men. As for the possessing the computer at home they said that the computer belongs to them with rate of 36.5% for women and 66% for men. They said "yes" for the statement of "I cannot use the computer at home comfortably as it doesn't belong to me" with a rate of 11.5% for women and 1.9% for men, and for "Using computer is a waste of time" with a rate of 17.3% for women and 22.6% for men, and for "I don't like to use computer at home" with a rate of 19.2% for women and 26.4% for men, and finally for "The computer has an important place at home" with a rate of 57.7% for women and 62.3% for men.

Table-4: The Purpose of Using the Internet

Purposes of using the internet	Women	Purposes of using the internet	Men
Reading online newspapers and magazines, downloading news	400 72.8%	Reading online newspapers and magazines, downloading news	390 70.8%
Receiving-sending e-mail	390 70.9%	Receiving-sending e-mail	370 67.2%

Using the Internet as a source of information	300 54.5%	Using the Internet as a source of information	220 40%
Instant messaging (MSN, Chat)	250 45.4%	Instant messaging (MSN, Chat)	210 38.1%
Researching on health issues	230 41.8%	Downloading and listening to music	180 32.8%
Video chat via the Internet	150 27.3%	Video chat via the Internet	170 31%
Downloading and listening to music	140 25.4%	Finding information about goods and services	150 27.3%
Finding information about goods and services	100 18.2%	Online banking	130 23.6%
Searching for information about educational activities	100 18.2%	Researching on health issues	100 18.2%
Using travel and accommodation services	80 14.6%	Downloading and updating computer and video games	80 14.6%
Online banking	80 14.6%	Playing games online with other players	60 10.8%
Watching and downloading movie, short movie and video files (except for web TV)	60 10.9%	Using travel and accommodation services	60 10.8%
Looking for and applying to jobs	40 7.2%	Sharing the text or video that you have created yourself with a web site	50 9%
Other information searching and online services	40 7.2%	Searching for information about educational activities	50 9%
Sharing the text or video that you have created yourself with a web site	40 7.2%	Watching and downloading movie, short movie and video files (except for web TV)	30 5.4%
Downloading software	20 3.6%	Looking for and applying to jobs	30 5.4%
Making online phone calls	20 3.6%	Listening to web radio and watching web TV	30 5.4%

Downloading and updating computer and video games	20 3.6%	Other information searching and online services	30 5.4%
Listening to web radio and watching web TV	20 3.6%	Downloading software	20 3.6%
Playing games online with other players	0 0%	Making online phone calls	10 1.8%

**The sum of the columns is not equal to a hundred percent as more than one item can be checked.*

According to Chart IV, the top four purposes of men and women for using the Internet are reading newspapers and magazines, sending-receiving e-mail, using the Internet as a source of information and instant messaging. There is not a big difference between men and women in the top four purposes of using the Internet. While the fifth rank for women belongs to researching on health issues, it belongs to downloading and listening to music for men. Playing games online with other players is in the 11th rank for men with a rate of 10.8%, while it is not one of the purposes of using the Internet for women.

Table-4: The Web Sites That People Who Took the Questionnaire Entered

The web sites	Women	The web sites	Men
Search engines	330 60%	Searching engines	350 63.6%
Educational sites	300 54.5%	The sites of mass media	330 60%
The sites of mass media	290 52.7%	Sports sites	290 52.7%
Health sites	280 50.9%	e-mail sites	220 39.9%
e-mail sites	210 38.2%	The sites containing technical information	210 38.2%
Banking sites	180 32.8%	Game-entertainment sites	190 34.5%

The sites about culture-art	170 30.9%	Educational sites	150 27.3%
Game-entertainment sites	120 21.8%	Banking sites	150 27.3%
Shopping sites	80 14.5%	The sites about culture-art	110 20%
Children sites	70 12.7%	Shopping sites	100 18.2%
Law sites	70 12.7%	Financial sites	60 10.9%
The sites containing technical information	40 7.3%	Asking about dept	50 9.1%
The sites about Turkey	40 7.3%	Health sites	50 9.1%
Sports sites	30 5.5%	The sites about Turkey	30 5.5%
Asking about dept	20 3.6%	Law sites	30 5.5%
The sites about other countries	10 1.8%	Children sites	20 3.6%
Financial sites	0 0%	The sites about other countries	10 1.8%

**The sum of the columns is not equal to a hundred percent as more than one item can be checked.*

According to Chart V, when the web sites that the people who took the questionnaire entered were asked, the top five answers of the women were 60% searching engines, 54.5% educational sites, 52.7% the sites of mass media, 50.9% health sites, and 38.2 % e-mail sites. On the other hand, the top five answers of the men were 63.6% searching engines, 60% the sites of mass media, 52.7% sports sites, 39.9% e-mail sites, 38.2% the sites containing technical information. When the goods and services that they ordered or bought via the Internet were questioned, the top two answers of women were book-magazine and educational material, and reservations for holidays or trips; the third rank belongs to health-beauty and personal care products with a rate of 18.2%. On the other hand, the top three answers of men were electronic tools with 34.6%, additional

hardware for computers and video games with a rate of 32.7% and household goods with 27.4%. 47.3% of the women and 45.5% of the women noted that they do not use the Internet for online shopping. For the question “For what purpose do you use the Internet while communicating with the governmental offices and institutions?”, the rate of “to get information from their web sites” was 65.5% for women and 54.5% for men. The second was “to fill out and send a form” with a rate of 40% for women and 27.3% for men. The rate of the women’s response as “I do not use the Internet while communicating with government offices and institutions” is 29.1% while the rate of men’s is 40%.

Table-5: The Relationship between the People Who Took the Questionnaire and Information Technologies

Relationship With Information Technologies	Women		Men	
	Yes	No	Yes	No
Information technologies hold an important place in my life	420 76.4%	130 23.6%	470 85.5%	80 14.5%
I do not like IT products but I need to use them	220 40%	330 60%	100 18.2%	450 81.8%
I feel myself distant from information technologies	140 25.5%	410 74.5%	50 9.1%	500 90.9%
I hesitate to use IT products	120 21.8%	430 78.2%	40 7.3%	510 92.7%
My IT usage is limited because I do not know enough	220 40%	330 60%	130 23.6%	420 76.4%
I do not hesitate to examine IT products and I seize all of its opportunities	310 56.4%	240 43.6%	440 80%	110 20%

I follow new information technologies closely	210 38.2%	340 61.8%	340 61.8%	210 38.2%
I always buy new IT products	190 34.5%	360 65.5%	270 49.1%	280 50.9%

**The sum of the columns is not equal to a hundred percent as more than one item can be checked.*

According to Chart VI, when the relationship between the participants and IT was questioned, they said “yes” for the statement “information technologies hold an important part in my life” with a rate of 76.4% for women and 85.5% for men. For the statement “I do not like IT products but I need to use them”, the response was “yes” with a rate 40% for women and 18.2% for men. In addition, the response was “yes” for the statement “I feel myself distant from information technologies” with a rate of 25.5% for women and 9.1% for men. The rate of the “yes” response for the statement “I hesitate to use IT products” was 21.8%for women and 7.3% for men. For the statement “My IT usage is limited because I do not know enough”, the response was “yes” with a rate 40% for women and 23.6% for men. The rate of the “yes” response for the statement “I do not hesitate to examine IT products and I seize all of its opportunities” was 56.4%for women and 80% for men. Moreover, the response was “yes” for the statement “I follow new information technologies closely” with a rate of 38.2% for women and 61.8% for men. And finally, for the statement “I always buy new IT products”, the response was “yes” with a rate 34.5% for women and 49.1% for men.

Table-6: Personal Gains of the Participants after Using Computer and the Internet

Personal Gains	Women		Men	
	Yes	No	Yes	No
It made my life easier	490 89.1%	60 10.9%	470 85.5%	80 14.5%
It saved time	480 87.3%	70 12.7%	470 85.5%	80 14.5%

It enabled me to have a job and profession	110 20%	440 80%	110 20%	440 80%
It was a good free time activity	460 83.6%	90 16.4%	430 78.2%	120 21.8%
It eased my access to information	490 89.1%	60 10.9%	470 85.5%	80 14.5%
It enabled me to communicate	360 65.5%	190 34.5%	270 49.1%	280 50.9%
It had contributions to my education	340 61.8%	210 38.2%	330 60%	220 40%
It enhanced my vocational knowledge	420 76.4%	130 23.6%	350 63.6%	200 36.4%
It made my housework easier	160 29.1%	390 70.9%	80 14.5%	470 85.5%
It helped me find a partner and friends	70 12.7%	480 87.3%	110 20%	440 80%
It improved my communication and language skills	230 41.8%	320 58.2%	300 54.5%	250 45.5%
It helped me know different cultures.	280 50.9%	270 49.1%	330 60%	220 40%

**The sum of the columns is not equal to a hundred percent as more than one item can be checked.*

According to Chart VI, when the personal gains of the people were questioned, they said “yes” for the statement “It made my life easier” with a rate of 89.1% for women and 85.5% for men. For the statement “It saved time”, the response was “yes” with a rate 87.3% for women and 85.5% for men. In addition, the response was “yes” for the statement “It enabled me to have a job and profession” with a rate of 20% for both women and men. The rate of the “yes” response for the statement “It was a good free time activity” was 83.6% for women and 78.2% for men. For the statement “It eased my access to information”, the response was “yes” with a rate 89.1% for women and 85.5% for men. The rate of the “yes” response for the statement

“It enabled me to communicate” was 65.5% for women and 49.1% for men. Moreover, the response was “yes” for the statement “It had contributions to my education” with a rate of 61.8% for women and 60% for men. For the statement “It enhanced my vocational knowledge”, the response was “yes” with a rate 76.4% for women and 63.6% for men. In addition, the response was “yes” for the statement “It made my housework easier” with a rate of 29.1% for women and 14.5% for men. For the statement “It helped me find a partner and friends”, the response was “yes” with a rate 12.7% for women and 20% for men. Moreover, the response was “yes” for the statement “It improved my communication and language skills” with a rate of 41.8% for women and 54.5% for men. And finally, for the statement “It helped me know different cultures”, the response was “yes” with a rate 50.9% for women and 60% for men.

Findings

In the study titled as “Information Technologies and Women” in which the relationship between women and Information technologies are questioned, the subject group has been composed of 1100 people, 550 women and 550 men between the ages of 16-64 and living in Eskisehir. The people in the sampling took a questionnaire of 25 questions by interview method and the following results have been acquired. All of the participants who took the questionnaire had cell phones. Other IT products that they mostly possess were DVD-VCD player, digital camera, desktop computer and laptop computer, respectively. There is no significant difference between men’s and women’s possession of IT products.

1. 32.7% of the women and 61.8% of the men who took the questionnaire and have a personal computer at home stated that they bought their computer by themselves. However 30.9% of the women and 7.3% of the men noted that their spouses or partners bought their computer. The people in the subject group told that their primary use of computer is at work, then secondly at home, but they also stated that they use the Internet mostly at home and secondly at work. The people are active users of the internet and computer for more than a year and the frequency of use is “every day” with a rate of 87.3% for women and 90.9 for men. Majority of the participants have specified that they have

learnt how to use the internet and computer by themselves with the method of trial and error. No gender difference was observed about the purchase of the computer except that one out of three women has noted that their spouses or partners bought the computer.

2. Among mostly responded purposes of women's computer use are communication (MSN, e-mail, chat), work purposes, research, surfing on the Net and typing while men's responses include mostly surfing on the Internet, communication (MSN, e-mail, chat), work purposes, playing computer games and research. If compared to the previous researches, these results indicate that women are getting used to information technologies and women started to live together with technology on work or educational purposes in accordance with their education level. The results also show that they are making up the distance in using IT and it is a positive result in terms of women.
3. Women and men have equally responded as "Yes" to the statements "I do not share my computer" and "I cannot take my turn to use the computer because of others" that explain participants' computer use status. Women stated that they do not have time to use computer and that they cannot use the computer comfortably because it does not belong to them with a higher rate compared to men. This results show that although women take roles in work life, they still keep their traditional roles at home and they allocate less time for their privacy.
4. The rate of men who own a computer at home is twice as much as women's. Even if not everyone has a personal computer, men and women participants all noted that information technologies has a very important part in their lives and that they need to use information technologies by responding as "yes" with a rate above 50% to the statement "computer holds an important place at home". In addition, they responded "yes" with a lower rate to the statements "I do not like using computer at home" and "I feel sorry for the time I spent on the computer".

5. When purposes of women and men to use the Internet are taken into consideration, it can be seen that among most responses are reading an online newspaper or magazine, sending-reading e-mail, reaching information and instant messaging. There is not a major difference between men and women in terms of these primary purposes. However, according to women the other purpose of use can be researching on educational and health issues while men listed downloading music and video chat on the Internet as their other following purposes. Playing multiplayer games online is not a purpose of use for women, but it has a rate of 10.8% for men among their purposes of internet use. This data denotes that women who attend institutional and work life use the Internet for nearly the same purposes as men and that women have improved themselves. The data also proves that women have showed positive improvement in using information technologies compared to previous research.

6. The top 5 web sites that women in the sample visit are search engines, educational sites, online media, sites about health issues and e-mail sites. Men, on the other hand, visit mostly search engines, online media, sports, e-mail and sites on technical information, respectively. When the goods and services that they ordered or bought via the Internet were questioned, the top two answers of women were book-magazine and educational material, and reservations for holidays or trips; the third rank belongs to health-beauty and personal care products. On the other hand, the top three answers of men were electronic tools, additional hardware for computers and video games and household goods. No significant difference was noted between men and women in terms of the web sites they entered apart from the fact that women entered educational and health sites and men entered sports sites and web sites that include technical information. This data indicates that the Internet technology maintains and continues the sexism in daily life and the discriminations between men and women as it was revealed in a great deal of previous research on internet usage practice of men and women (18). Another data that supports the idea is that men preferred to buy electronic gadgets, additional computer hardware and video games while women preferred books-

magazines and educational materials, online reservations for holidays, health-beauty and personal care products via the Internet.

7. Considering the relationship between information technologies and the people who took the questionnaire, women stated that information technologies hold an important part in their lives. However, they also state that they do not like IT products but they need to use it, that they feel themselves distant from IT, that they hesitate to use IT products and their use is limited as they do not know enough. This data proves that women's technology phobia continues. Women's responding as "yes" and men's as "no" to the statements like "I do not hesitate to examine IT products and I seize all of its opportunities" and "I follow new information technologies closely and buy new IT products" also supports this idea.
8. When the personal gains of the people were questioned, no gender difference was noted on the statements like "it made my life easier", "it saved time", "it enabled me to have a job and a profession", "It eased my access to information" and "It had contributions to my education". However, women said "yes" with a higher rate compared to men for the statements like "It was a good free time activity", "It enabled me to communicate", "It enhanced my vocational knowledge" and "It made my housework easier". On the other hand, men has a higher rate of "yes" for the statements of "it enabled me to find a partner and friends", "It improved my communication and language skills" and "It helped me know different cultures". These results points out that women use information technologies, but they cannot get rid of their traditional roles while using them.
9. When the general findings of the study were evaluated, no obvious difference between men and women was recognized in terms of their age, education level, occupation and marital status. However, it was observed that the use of information technologies increases in accordance with higher education levels and work status of both men and women. In conclusion, it was detected that women values information technologies as an

important part of their lives, uses them and gradually catching up with men on IT use, but they still feel hesitation and fear to use information technologies.

10. In this case, what women should do is to discover the opportunities that technology offer in a way that go beyond the sexist limitations and to use technology in favor of their advantage. In order to achieve this goal, the steps that should be taken can be listed as follows.

- Women's self-esteem on using the new communication technologies such as computer and computer networks should be reinforced and promoted.
- Women's prejudice about "new information technologies are only for men" should be broken.
- Some educational programs that have the principle of "teaching by doing and using" should be established and practiced for the purpose of increasing women's computer literacy.
- The differences in using new information technologies between men and women should be highlighted.
- The preferences of women related to communication types and tools should be revealed (19).

Conclusion

Women's use of information technology is beneficial for strengthening themselves and for creating a positive discrimination. Women can take more advantage of the opportunities of information technologies as they get a higher level of education, participate in work and public life more and as they get rid of their traditional roles and gain their self-confidence. They can make up for their differences from men in social life by improving themselves.

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A Study of the Attitude of Parents towards the Education of their Children at Pre-School Level

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Abstract

This paper is based on a study conducted in order to analyse the attitude of parents towards the education of their children at pre-school level. The study was delimited to eleven (11) important private schools of Multan city. The technique of simple random sampling was used for drawing sample. The total sample was comprised one hundred and nine (109) parents. An attitude scale was developed for collecting data. The scale was comprised twenty six (26) restricted response items. For the statistical analysis of data, arithmetic mean, percentage, z – test and chi-square was used. As the whole, it was found that the majority of parents had positive attitude towards the pre-school level education. The study indicates that the pre-school education is very useful for children and provides sound basis for further education of children. It helps children to learn manners. It develops creativity in students. However, it is expensive and suitable books are also not available in market.

Introduction

Education in Pakistan is divided into various levels including primary (grades one to five); middle (grades six to eight); high (grades nine and ten); intermediate (grades thirteen and fourteen); post-graduate (grades fifteen and sixteen). Kindergarten or nursery or Montessori or pre-school level has also been included to various levels of education in Pakistan. In Government schools, preparatory classes (Kachi, Pakki) were formally incorporated into the system in 1988 in the seventh five years plan (www.wikipedia.org/wiki/educationin_pakistan). The term, early childhood education usually represents the period from age 2 to 7 years. Therefore, programmes in pre-school, kindergarten and the

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nursery are often included to the concept of early childhood education (Eliason and Jankies, 1981). Pre-school includes all that the child perceives at home or in nursery, before compulsory schooling. Pre-school is an early childhood programme in which children combine learning with play in program run by professionally trained adults (www.hieerorg/preschooleducation.com). Mawhinney and Peterson (1986) describe nursery and day-care centre as kind of pre-school while Daver and Pangrazi (1981) consider kindergarten as a kind of pre-school level. It is clear from the above that pre-school is a program for children before their entry into a formal school system. Pre-school means programs for two to five years old children before kindergarten. Applying the term pre-school to a program usually means that it has an educational purpose and curriculum designed to involve children primarily in learning activities. Parents usually send their children to pre-school because they believe in early learning and want their children to learn (Morrison, 1984). Pre-school education has gained much importance in today's society because a child who attends pre-school is more inclined to become a good student. A higher percentage of children in high school who have attended pre-school are more likely to develop a positive self-image (www.ourkidrlearnonline.com/preschooleducation.html). Wynn and et al (1977) state in this context that early childhood provides meaningful experiences, so that children can develop socially, physically, intellectually and emotionally. It helps children live their early years richly and happily. That is why parents are giving much importance to get their children enrolled at pre-school level. It shows parents' positive attitude which is being popularized in parents and research has also determined that parents' attitude and support have a great deal of influence of children education. Parents' attitude towards education of their children is also very much important for the achievement point of view. Regarding this matter, Imam (2005) is of the view that children who received adequate parental concern were found to be more confident in their academic desire and achievements than those who could not get the right amount of parental concern (www.thesoutherntip.com/education/html).

Parents' involvement includes several different forms of participation in education and within the school. Parents can support

their children's schooling by attending school functions and responding to school obligations. They can become more involved in their school work providing encouragement, arranging for appropriate study time and modeling desired behaviour (such as reading for pleasure), monitoring homework and actively tutoring their children at home (www.wikipedia.org/wiki/parentsinvolvedineducation). The above discussion indicates that generally, pre-school level is very important in overall development of children and parents are very much interested in education of their children at this level and generally they have a very positive attitude towards pre-school education. However, it is also observed that there are also some problems which parents and children face in pre-school education. If these problems are resolved, parents can be more involved in getting their children admitted to pre-school. These problems include:

- (1) Lack of age appropriate activities and toys.
- (2) Under-qualified staff.
- (3) Large class size.
- (4) Dirty and unsafe facilities (www.wikipedia.org/wiki/educationinPakistan).

In the light of above discussion and in view of the need of pre-school education in our society, the researchers thought appropriate to conduct a research to examine the attitude of parents towards the education of their children at pre-school level. The present study aimed at analyzing attitude of parents towards the education of their children at pre-school level.

Objectives of the Study

The major objectives of the study were:

- (1) To find out the significance of pre-school level.
- (2) To study the attitude of parents towards the education of their children at pre-school level.
- (3) To compare the attitude of working and non-working mothers towards the education of their children at pre-school level.
- (4) To compare the attitude of male and female parents towards the education of their children at pre-school level.

Procedure of the Study

The present study was delimited to

- (i) Both girls and boys private pre-schools of Multan city.
- (ii) Eleven private schools had been taken out of 17 schools.

All the parents whose children were studying at pre-school level were included to the population. The population was taken from all the important private schools of Multan city where pre-school was available. Total population was 552 parents. Out of the whole population and one hundred and nine (109) parents were selected as sample through simple random sampling technique. An attitude scale comprising twenty six (26) restricted response items was developed by using five point Likert scale. The research tool was got validated, redesigned and improved in the light of suggestions given by the teachers and experts available at the Department of Education, Bahauddin Zakariya University, Multan. The tool was personally administered by the researchers. The data were analyzed percentage wise, mean wise and further by standard deviation, z – test and chi-square. The researchers gave the marks to each positive statement option as given below:

SA	A	U	D	SD
5	4	3	2	1

For each negative statement option the above order of weightage was reversed. The norm for acceptance or rejection of statement on the part of parents was 3.00. The mean score greater the 3.00 showed the higher level of agreement while the value of mean score less than 3.00 showed the higher level of disagreement towards the statement. The following findings were drawn from the study.

Overall 91% of the parents were in favour of the statement that the pre-school education provides sound basis for further education. The mean score was 4.32 (greater than 3.00) which showed the higher level of agreement of parents towards the statement as shown in table No. I.

Table-1: Significance of Pre-School Education

Statement	Level	Frequency	Percentage	Mean Score
Pre-school education provides sound basis for further education.	SA	50	46 %	4.32
	A	49	45 %	
	U	06	05 %	
	D	03	03 %	
	SD	01	01 %	

Overall 77% of parents were in favour of the statement that working women prefer to get their children get admitted in the institution imparting pre-school education. The mean score was 4.11 (greater than 3.00) which showed the higher level of agreement of parents towards the statement as shown in table No. II.

Table-2: Attitude of Working Women towards Pre-School

Statement	Level	Frequency	Percentage	Mean Score
Working women prefer to get their children admitted in the institution imparting pre-school education.	SA	30	28 %	4.11
	A	54	49 %	
	U	17	16 %	
	D	08	07 %	
	SD	0	0 %	

Overall 63% of parents were in favour of the statement that pre-school education was expensive: The mean score was 2.52 (less than 3.00) which showed the lower level of agreement of parents towards the statement as shown in table No. III.

Table-3: Pre-School. An Expensive Option

Statement	Level	Frequency	Percentage	Mean Score
Pre-school is expensive.	SA	14	13 %	2.52
	A	55	50 %	
	U	12	11 %	
	D	25	23 %	
	SD	03	03 %	

Only 46% of parents were of the view that pre-school does not match with the system of education in Pakistan. The mean score was 2.95 (less than 3.00) which showed the lower level of agreement of parents towards the statement as shown in table No. IV.

Table-4: Pre-School and Its Matching With System of Education in Pakistan

Statement	Level	Frequency	Percentage	Mean Score
Pre-school level does not match with system of education in Pakistan.	SA	18	17 %	2.95
	A	32	19 %	
	U	04	04 %	
	D	47	43 %	
	SD	08	07 %	

Only 36% of parents indicated that suitable books for the school level were not available in the market. The mean score was 1.95 (less than 3.00) which showed the lower level of agreement of parents towards the statement as shown in table No. V.

Table-5: Availability of Suitable Books for Pre-School

Statement	Level	Frequency	Percentage	Mean Score
Suitable books for pre-school are not available in the market.	SA	12	11 %	1.95
	A	27	25 %	
	U	16	15 %	
	D	45	41 %	
	SD	09	08 %	

A large number of (95%) of parents expressed that the pre-school level activities and play way method developed creativity in children. The mean score was 4.36 (greater than 3.00) which showed the higher level of agreement of parents towards the statement as shown in table No. IV.

Table-6: Development of Creativity through Pre-School Level Education

Statement	Level	Frequency	Percentage	Mean Score
Pre-school level	SA	47	43 %	4.36
activities and	A	57	52 %	
play-way method	U	03	03 %	
develop	D	02	02 %	
creativity in children.	SD	0	0 %	

In comparing attitude of male and female parents, the calculated value of z (1.083) is less than the table value (1.96). It means that the difference of attitude between the male and female is statistically insignificant. There is no gender difference between the attitude of parents towards the education of their children at pre-school level as shown in table No. VII.

Table-7: Comparison of Attitude of Male and Female Parents

Group	N	\bar{X}	SD	Calculated Value (2)
Male	42	100.92	11.088	1.083
Female	67	98.67	9.642	

In order to determine the difference of attitude between working and non-working women towards the education of their children at pre-school level, chi-square test was applied. It was inferred that there was no difference of attitude between working and non working women as shown in table No. VIII.

Table-8: Comparison of Working and Non-Working Women

C.V.	6.215	
T.V.	7.815	C.V < T.V.
df	03	6.15 > 7.815
p	0.5	Difference is insignificant

Results

Following results had been drawn on the basis of findings:

- (1) Pre-school education provides sound basis for further education.
- (2) Pre-school level activities and play-way method develop creativity in children.
- (3) Pre-school level education is expensive.
- (4) There is no gender difference between the attitudes of parents towards the education of their children at pre-school level.
- (5) Suitable books of pre-school are not available in market.
- (6) Working women are more inclined to send their children to pre-school more than non working women.
- (7) Pre-school level does not match with system of education in Pakistan.

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**Comparative Study of the Performance of Secondary Schools
Teachers Selected Through Public Service Commission and
Departmental Selection Committee in NWFP**

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Abstract

The study investigates to assess the effectiveness of Secondary schools Mathematics teachers selected through Public Service Commission (PSC) and through Departmental Selection Committee (DSC) working in District Peshawar. The sample of the study included randomly selected 15 Principals, 30 teachers and 60 students. The data were collected with the help of separate questionnaires, from students as well as concerned principals. The questionnaires designed were comprised of queries regarding student's opinion about teacher efficiency, delivery and methodology of teaching, use of A.V aids. Principals' views about the teacher evaluation are based on their overall performance, punctuality, interest in co-curricular activities, and the work load assigned to teachers. After careful study and analysis it is found that the teachers selected through PSC have better academic qualification, and have shown better over all performance, while DSC selectees were more experienced, but less effective teachers.

Keywords: Teachers' Performance, Secondary School Teacher, Public Service Commission, Departmental Selection Committee

Introduction

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The aim of education is the formation of character or to perfect our nature, which includes the formations of a respect for, and the valuing of individuality (Gage, 1964, p.2). Being an objective and purposeful activity, different factors influence the quality of education. Some of these factors are curriculum, teachers capable of teaching and other physical facilities and all different factors, which influence the quality of education the quality, competence and character of teachers are the most significant. To Iqbal (1996), “the quality of education imparted depends to a large extent on the quality of teachers” (p.107). The success of education system would largely depend on the competence of teachers and “No system of education is better than its teacher” (National Commission on Education 1959). According to Arora (1990) “the importance of a teacher in the educational process is unquestionable.” However, the entire edifice of education is shaky if the teacher education is weak and ineffective. An effective teacher is amongst the foremost factors contributing to educational improvement”.

Teaching is an exciting and rewarding profession. However, like all other professions, it is demanding. The teacher must base his teaching on accurate knowledge of the learner, the nature of the teaching process, and the nature of subject matter. To be really proficient the professional, teacher must have a vast reservoir of skills and knowledge from which to draw the right approach for each particular situation (Clark, 1967, p.3). Though heights and depths of the world are hard to measure but harder is the task to plumb the existed intellectuality of a man and particularly that of a teacher. However, nothing is impossible in the present day computerized world, which not only assists the experts in forming rules and regulation but also guide them step by step. The criterion of selection of Secondary schools teachers in NWFP was revised, after making amendments to the 1962 rules in 1994. Since then many more mechanical changes were incorporated in these rules but none of the changes could satisfy the teachers involved.

The new criteria, which was first introduced in 1994 for S.E.T selection was divided in to two categories viz

- Selection through public service commission and.
- Selection on seniority basis (Batch wise and year wise).

In 1962 basic required qualification for S.E.T selection was a relevant bachelors degree.(14 years of Education) According to 1962 rules a consolidated list along with other necessary documents would be put before D.S.C for final approval, preparing a merit list and issuing of appointment orders (Rules 1962).S.E.T cadre was placed in BPS- 14 while their selection grade was fixed as BPS- 16. The need for revising the 1962 rules was felt when S.E.T cadre was given BPS- 15 in 1983, when pay Scales were revised. Along with this, they were also awarded three advanced increments on higher academic qualification viz M.A/M.Sc i.e (16 years of Education). And three advanced increments on higher professional qualification viz M.Ed. In 1991 pay scales were again revised and S.E.T was granted BPS 16.As in 1994 the S.E.T posts were considered as gazetted, so the criterion of their selection was also revised. For this purpose rules were amended in 1994 which provides that appointment to the posts of S.E.Ts shall be made in the following manner:

- a. Twenty five percent through the PSC.
- b. Fifty percent through the D.S.C constituted for purpose on the basis of batch wise /year wise merit , from amongst the in services teachers of the department having the prescribed qualification and.
- c. The remaining twenty five percent through the D.S.C on the basis of open merit competition.(Rules 1994)

So, consequently the Public Service Commission started selection of SETs in 1994. In 1999 again the amendments were made, which were as follows.

- 25% through P.S.C and
- 75% through D.S.C. , constituted for the purpose on the basis of batch wise/year wise merit from amongst the candidates possessing the prescribed qualification of B.A or B.Sc (with at least two of the subjects of Physics, Chemistry, Zoology, Botany and Math's A or B) with BEd or equivalent qualification from a recognized university (Rules 1999)This paper attempts to compare the performance and efficiency of the SET teachers working in the secondary schools, selected

through Public Service Commission and through
Departmental Selection Committee NWFP.

Method and procedure

- (a) The nature of research was descriptive, which involved field work to collect relevant information on the problem
- (b) **Population:** There were 78 Government high/higher secondary schools in district Peshawar. All the High/Higher secondary schools of district Peshawar were the population of this study. As PSC started selection of SETs in 1994, so all the SET selected from 1994 onward were the population of the study.
- (c) **Sample of the Study:** Due to the time, money and resources constrained, 15 principals, 30 teachers (each types of selectees i.e. selected through Public Service Commission NEFP and through Departmental Selection Committee) and 60 students of randomly selected 15 boys High/Higher secondary schools of Peshawar district was the sample of the study.
- (d) **Instrument:** Two Questionnaires were designed for collection of requisite information/data on the subject and were administered individually. In designing the Questionnaire to assess the performance of SETs the following aspects were considered: 1st questionnaire was designed for Principal of the sampled school which contained the following queries Course completion, teachers' punctuality, students' satisfaction, use of A.V. Aids in teaching, student interest, command on subject, academic plus professional qualification and teaching experience. Because Academic, professional qualification and experience of the teachers were valued and marks were assigned to each one.) 2nd questionnaire was designed for students keeping in mind that students are the better judge of their teachers. Closed ended questions with the same queries as mentions in the first one were included.
- (e) **Analysis of Data:** After collection of data it was organized, tabulated, interpreted in percentage and conclusions were drawn on the basis of findings.

Results and Discussion

The collected data were arranged in tabular form and presented in tables as given below.

A= Public Service Commission selectees

B= Departmental Selection Committee selectees

Table -1: Academic Qualifications of both Types of Teachers

Exam	S.S.C			F.A/F.Sc			B.A/B.Sc.			M.A/M.Sc		
	Grade 1 st	Grade 2 nd	Grade 3 rd	Grade 1 st	Grade 2 nd	Grade 3 rd	Grade 1 st	Grade 2 nd	Grade 3 rd	Grade 1 st	Grade 2 nd	Grade 3 rd
A	13	02	00	09	06	00	10	5	0	8	07	0
B	07	07	01	01	09	05	02	12	3	1	13	1

Table-1 shows that PSC selectees have more first divisions and better grades, while DSC selectees have more second divisions and poor grades, so it is concluded that the grades/ marks of PSC selectees are better as compare to the DSC selectees

Table -2: Teacher experience of both Types of Teachers

Experience	Less than 5 yrs	More than 5 yrs	More than 10 yrs
A	03	07	05
B	02	02	11

Table -2 shows that DSC selectees have more than ten years experience, while PSC selectees have less than five years experience, so it is concluded that DSC selectees are more experience than the PSC selectees.

Table -3: Student perceptions about course covered according to syllabus by both types of teachers (N=60)

Alternative	Yes	%	No	%
Responses A	27	90	03	10
Responses B	28	93.33	02	6.67

Table -3 Shows that 90% of PSC Selectees cover the course according to syllabus, while 93.33% of Dsc; selectees completed the course according to Syllabus (syllabus according to the time is allocated to the teachers to be completed), so there is no significance difference between the two in term of course completion.

*Table -4: Student perceptions about teacher's punctuality
N=60(30+30)*

Alternative	Yes	%	No	%
Responses A	28	93.33	02	6.67
Response B	28	93.33	02	6.67

Table -4 indicates that 93.33% of both the selectees reported that teachers were found regular in attending class, while 6.67% of both types were not regular. So there is no difference between the two types of teachers.

*Table - 5: Student's perceptions about the use of Audio-Visual (A.V.)
Aids by teachers*

Alternative	Yes	%	No	%
Response A	20	66.67	10	33.33
Response B	15	50	15	50

Table - 5 shows that 50% of DSC selectees use A.V. Aids, while 66.67% of PSC selectees use A.V. Aids during their teaching.

*Table -6: Student's perceptions about teachers command on their
subject(s)*

Alternative	Yes	%	No	%
Response A	30	100	Nil	0
Response B	30	100	Nil	0

Table -6 indicates that 100% students were of the view that both types of teachers have full command on their subject. So there is no difference between the teachers of both types of selectees regarding command on subject.

Table -7: Principal view about teachers job efficiency (N=15)

Scales	Efficient		To some extent		Not at all	
	No	%	No	%	No	%
A	10	66.67	02	13.33	03	20
B	08	53.33	04	26.67	03	20

Table -7 indicates that principals were more satisfied from PSC selectees and most of them were of the view that PSC selectees are doing the job more efficiently as compared to DSC selectees.

Table -8: Principal view about teacher's job efficiency when extra work is assigned to them

Scales	Efficient		To some extent		Not at all	
	No	%	No	%	No	%
A	13	86.67	02	13.33	00	0
B	10	66.67	05	33.33	00	0

Table -8 shows that Principal were comparatively more rely on PSC selectees and assigned extra work to these teachers as they performed their duty more efficiently as compared to DSC selectees .

Table -9: Principal view about overall performance of the teachers

Sc-ales	Out- Standing	Excellent	Good	Satisfactory	Total
A	2	9	3	1	15
B	1	4	9	1	15

Table -9 indicates that principals were more confident and satisfied from the overall performance of PSC selectees as compared to DSC selectees.

Conclusions

According to student's views, in terms of course completion, punctuality, command on the subjects, both types of selectees were equal and there was no significance difference between the two. Most of the PSC selectees were using A.V. aids more frequently as compare to the Departmental Selectees. Efficiency of the PSC selectees was more than the departmental selectees. Marks/ grades and divisions of PSC selectees were better as compare to departmental selectees. Departmental selectees were more experienced as compare to PSC selectees. Only few of both types of selectees were cooperative when extra work is assigned to them. Principals of the concerned schools were more satisfied from PSC selectees and most of them were of the view that PSC selectees were doing the job more efficiently as compared to DSC selectees.

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Self Perceptions of Leadership Role of the Secondary Schools Heads, Towards Improvement of Standards of Education

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Abstract

This study focused on in depth Self Perception of Leadership role of the Secondary Schools Heads towards improvement Of Education. Objectives of the study were to evaluate the efficiency of schools heads. The sample consisted of 90 male and 91 female principals from various urban and rural Secondary Schools of Punjab; they were taken through stratified random sampling. A close ended questionnaire was developed on 5 point rating scale (Likert scale). Four assumptions were formulated using non experimental sample survey, Data regarding attributes, situational factors, were collected from 181 Principals through demographic variables information performa. Pearson's co relation & t, test were used to test the hypotheses and data were analyzed, percentage, mean score, and standards deviation for each item was calculated. Path goal theory was used to examine self perception role of heads of institutions. The efficiency of a large majority of male and female heads were found praised worthy. It was felt need the refresher course at every level should be launched.

Introduction

At the arrival of the Muslims in the subcontinent Madrasa and Maktab were introduced throughout the country to teach the clientele. The Heads of these institutions called Sader-e Moallem or Raiese Madrasa. They were looked upon with great respect. Their rule was equated to an act of worship to be performed to please Allah. Heads play a key role in the operation of entire institution. Today's dynamic world demands definite knowledge of his administrative role and leadership competencies for maximum

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educational achievement. (Anderson, 1972) The secondary schools of Subcontinent have long been the subject of deep concern. Pakistan inherited the secondary school administration bequeathed by the British rule in India. The British Government was least interested in the improvement of Indian people through education. Under the influence of Macaulay's objectives British Government for the first time established Secondary Schools at Calcutta, Mombay and Madras. School system was primarily designed for a purpose of merely getting a supply of clerks, subordinates and servants for running the machinery of their administration (Government of Pakistan). Pakistan has been passing through a critical period of history. The efforts for the establishment of welfare state and reconstruction Islamic social system are being made. These constitute a challenge for the heads of Secondary Schools. They have an important role to play in the promotion of the feelings of Pakistani nationhood, so they can prepare the young generation as the true Muslims and devoted Pakistani by development basic elements in their personality, Which is their character in the broader sense, i.e. truthfulness, sense of duty, sincerity of purpose, disciplined behavior and above all fellow feelings and the spirit of service.

The striking features of education in Pakistan like many other developing countries are deterioration of educational standard, a high rate of drop out, student's unrest ,petty wrangling, over interpretation of rules and regulations, Poor quality of relationship and lack of co operation and mutual understanding among the individuals involved in this process. Such problems are in fact a great challenge for the heads of secondary schools. (James, Monroe,1957) .Whereas Heads of secondary schools because of their professional position understand the personnel, guide, direct and encourage at every opportunity and promote conditions favorable to individual achievement to the limits of their ability. They work for, and others. Their success has not in organization, in position or in the power but upon the practice of these concepts of their administrative role which form the basis of all satisfactory human relationship. The findings of the study support the researcher in the area of effective schools specially the difference between schools heads level of professional qualification .Harverd, (1992); Lord & Hall,(1992) Macphersn, (1993) ,Purkey&Smith(1982), Mehmood, (1994) found the

professional qualification and training enhance effectiveness of the institutions. Achievement being functional leader the role of the heads ought to be a acknowledged and accepted by their staff and supervisors. Shuster & Wetzler (1971) pointed out that the role played by Principle as supervisors gave direction and unity to the educational program and assessed high quality instruction.

They enlisted the prime responsibilities of the schools heads as faculty relation, improving morale character, improving communication, promoting cooperative planning and decision making, promoting job satisfaction, faculty meeting, pupil relation, community relation, Non teaching staff relations, physical facilities ,school building and ground, physical arrangements for professional growth, auxiliary services, library services health services, guidance services and cumulative records.

Table 1: Frequency and Percentage of girls (n=90) and boys (n=91) schools from Rural (n=83) and Urban (n=98) areas.

Schools	Rural	Urban	Total
Girls	N	43	48
	%	51.81	48.98
Boys	N	40	50
	%	48.19	51.02
Total	N	83	98

Above table shows that rural female are 43 and urban 48 while rural male 40 and urban are 50.

Table 2: Number and Percentage of educational levels of the Heads (N=181) of different schools.

Different Educational Levels	N	%
B Ed	20	11.05
B.A B Ed	8	4.42
M.A	12	6.63
M Ed	45	24.86
M.A M Ed	91	50.28
M Phil	4	2.21

Ph.D	1	0.55
Total	181	100

Above table shows the various educational levels of the heads of institutions.

Table 3: Number and Percentage of different categories of courses attended by Heads (n=181).

Categories	N	%
<5	126	69.61
5-10	54	29.83
>10	1	0.55
Total	181	100

One Way Analysis of Variance of HPAS scores of different categories of number of courses attended by Heads (N=181).

Sources	SS	df	MS	F	p
Between Groups	336.400	2	168.200		
Within Groups	39650.926	178	222.758	0.755	0.471
Total	39987.326	180			

Above results suggest that there is no significant difference between the different categories of number of courses attended and total scores of HPAS.

Research Methodology

Sample

A total of 181 (90 male & 91 female) principals were selected as sample for the present study belonging to various schools of Punjab. Stratified random sampling technique was used to collect their opinion. Their age varied from (35-55).

Instrument

A questionnaire consisted of 40 items was developed on 5 point rating scale (Likert scale). It was constructed after reviewing the tools, techniques and methods used in various kinds of evaluation and research studies. For content validation, language and format; the questionnaire was discussed with advisor who suggested necessary changes and approved. For pilot study it was administered to 10 heads. Observations regarding language for few items were discussed with the advisor and accommodated before actual launch. It consists of 40 items closed ended type by ticking N for never, R for rarely, S for some times, F for frequently, A for always. The analysis of the scale using SPSS programme resulted in Cronch's Alpha co efficient of point 82. Path goal theory was used to examine self perception roles of heads of institutions.

Procedure

The questionnaire was sent to the respondents by post along with self addressed and stamped envelops, Reminders were also sent by post to get maximum return. Personal contacts were also used where ever possible to receive the quick response.

Reliability and Validity

Cronch's Alpha co efficient was used to test the internal consistency on the total instrument. Pando (1992) tested the five dimensions for stability using test, retest, and correlation. Pearson's product moment correlation analyses were used to measure the stability of the instrument as evidence of the reliability. A panel of experts on effective schools reviewed the statement and reached consensus that the statement measured the perception of schools heads towards improvement of standards of education as confirmation of content validity. A principal component factor analysis using a varimax rotation on the final version of the instrument was used to determine construct validity of the instrument.

Analysis of data

Data collected through questionnaire were put to the statistical analysis under mean score and standard deviation. After approving the assumption and to reach the actual findings is the major task. This exercise has been made serial wise keeping in view of the

questionnaire necessary discussion have been made to analyze the collected data.

Discussion

This study examined the leadership role of the Secondary schools heads towards the improvement of standards of education. The research consistently indicates that competency level of schools heads have positive effect in raising the standard of education in the school. Five macro management competencies (technical knowledge, morale judgement, occupational, knowledge, and manipulative skills and competency.) were discriminating between low effect and high effective schools. The principal as a leader of the faculty plays a significant role in cooperative, planning efforts. He sets the stage for the planning by arranging a situation in which teachers can have time and opportunity to work together on real problems. He helps them to become better acquainted through social activities. He opens the way for individuals to suggest problems and for the group to consider them. He avoids imposing his own ideas but keeps channels of communication open for all to participate. Yauch pointed out that the most helpful phase of modern conceptions of teachers' improvement is to be found in the dynamic practice of providing opportunities to teachers to help each other. When colleagues cooperate in helping one another to improve on the job, they work best for all kinds of activities. This position is supported in a study conducted by Sharma. He concluded that the teachers participating in the study wanted to assume professional responsibility for all activities that concern instruction. The school head should be aware of the characteristics of the students. The identification of pupil with special problems will require the cooperation of teachers, parents, and specially trained personnel. Such information is necessary in order that a school can plan a programme of service for all the pupils including its deviate pupils. Another task facing every school system is the development and cooperation of pupil accounting system. A plan for dealing with pupils' absences and tardiness must be developed. In spite of all complexities of his crucial role, information about school to community is an important obligation of any secondary school's head. Information may pertaining to a new emphasis in any subject study, a method of reporting pupil progress various activities of

literary ,historical, geographical, scientific dramatic, and social welfare societies of school, extension of physical facilities, provision of auxiliary services etc. Teachers are also often sources of information about school. Various means for keeping flow of interesting news in the form of news sheet,& bulletins going in to the community. In spite of this parent teacher association is the most inclusive; It can be of immense help to contribute a lot to the process of improving the school and interpreting it to community. He has to perform two duties the executive and the supervisory. He is confronted by an often over whelming myriad of responsibilities, demands, pressure, and expectations. As an educational administrator, He is expected to set the tone and the pace of the institution to see that the school programme runs safely, smoothly, and efficiently (william, 200). The importance of school head can therefore hardly be over emphasized if the head lacks the initiative and originality of thoughts to provide necessary guidance, the school he leads cannot achieve its goal. Ronald & Rebore,(1998) pointed out that dramatic changes have occurred over the last ten years and they in turn have created an atmosphere, which changes the role of schools heads today became more complex and multifaceted. Today the head is expected to play a large number of roles such as instructional leader, disciplinarian, public relation officer, and decision maker (Karala, 1997); so, he is required providing the kind of educational leadership which

1. Ensure a safe and supportive learning environment.
2. Lead and support the teaching and learning decisions made by teachers.
3. Ensure that school has effective learning environment.
4. Model good teaching and learning practices.
5. Involve the community in a positive and meaningful way.
6. Supervise the professional learning of their staff.
7. Monitor and report on student learning.
8. Monitor and support the work of teacher.
9. A desire and eager drive to create a school that expressed their vision-Central to this visions that all children are educable.
10. Ability to be proactive and always quick to assume the initiative.

11. Ensure availability of enough resources which enable him to structure his roles that permitted him to pursue school vision rather than being encumbered with trivial item that detracted from the real purpose. (Officer of education, Tasmania, 200)

While the facts identified are not encompassing. They are in themselves the primary ingredients needs to be successful principal. They explained on the job success and appeared to condition the style and manner of the behaviour or successful school head. They should professionalize themselves with necessary knowledge, understanding, value, attributes, skills and imbibe these in their own behaviour such professional behaviour have been termed as competencies.

Findings & Recommendations

Consequently Government should introduce training programme for the heads to enhance their knowledge with regard to different aspects by the experienced and familiar experts. At the time of preparation curriculum the relevant head teacher should be involved. They should be provided facilities to control the pressure groups in and out of school boundary. Residential facilities may be provided by constructing hostels in the selecting schools. Schools conveyance may be provided to overcome transport problems. Incentives may be given to the Principals and teachers working in for off places. To motivate and mobilize the community for the admission of their children Education authority and Government Agencies may launch a campaign for the proper introduction of the school. A few schools heads do not observe the rules. This practice negatively affects the discipline and efficiency of the faculty. There is no dearth of skilled man power in Pakistan but ever changing policies have badly affected the system of education. There should be uniformity and homogeneity in the policy. The promotion and increment may be linked with the result and overall performance to ensure quality education. The present study reveals the certain value and personal qualities are also important for efficient functioning of school. Morale is comprised of commitment, cooperation, punctuality, patience, watchfulness, honesty, and fairness, good relation with student, employees and society.

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The Role of Psychological Needs in Processing the Causality Orientations

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Abstract

Satisfaction of basic psychological needs may affect the development of different causality orientations. The present study aimed at to explore the role played by three types of basic psychological needs in processing the three types of causality orientations among people. The sample consisted of 256 adults (128 males and 128 females) taken from Multan. General Causality Orientation Scale (Deci & Ryan, 1985) and Basic Psychological Needs Scale (Deci & Ryan, 2000) were used to measure different the causality orientations and basic psychological needs respectively. Results indicated the significant relationship of psychological needs with autonomy and controlled orientations. It was explored that three types of psychological needs (autonomy, competency, and relatedness) develop the autonomy and controlled orientations in people, Furthermore, no gender differences were found in psychological needs and causality orientations.

KeyWords: Self Determination, Autonomy, Interpersonal Relationship, Motivation

Introduction

Psychological needs are vital to understand and interpret the motivated actions. Psychological needs are innate and inborn existing in every one, and are generally inherent in all individuals. There are the three basic psychological needs namely autonomy, competence and relatedness (Reeve, 2005). These needs facilitate a readiness and desire to explore and to be indulging in the world where one can attain one's basic psychological needs. Homo sapiens

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experience the needs that are common, basic, and shared to all individuals. Here the concern is not about to debate upon biological needs such as hunger, thirst, or sex but the entire focus is on psychological needs playing important role in one's wellbeing. Therefore, these needs must be satisfied to some extent for people enabling them to act logically, and function effectively in the world, and after all to seek out wellbeing and continued growth (Reeve, 2005). Self-Determination Theory (SDT) posited that people become more self determined when people engage in the type of activities that leave them with a sense of independency and autonomous in making their own choices free from the external pressures, a feeling of to be competent utilizing their skills and abilities to function effectively, and a connection, belongingness, and relatedness with other people. The motivated behaviors based on self determination are important and desirable in association with more positive experiences and continuous aspiration to take part in the activities (Deci & Ryan, 1991).

Operationally defined, autonomy is the need to experience choice in the motivation and process of actions, and it refers to the one's wish to exercise one's freedom rather than being determined externally (Deci & Ryan, 1985a). Relatedness is the need to be considerate with other people and also to develop healthy and warm interpersonal relationship (Guisinger & Blatt, 1994; Baumeister & Leary, 1995). Competence refers to the skills and capacity of the individuals to deal effectively with the environment, and to be able to accept challenges (Deci & Ryan, 1985a). Self-determination theory addresses these three basic needs as a source of materials to nourish the integrity, survival, development, and soundness of individuals (Ryan, Sheldon, Kasser, & Deci, 1996). Self Determination Theory (SDT) also addresses that people vary in their orientations toward the organization, initiation, management, and regulation of their behavior. Deci & Ryan, (1985b), referred this concept as general causality orientations, and under this perspective people may develop the three types of orientations namely autonomy, control, and impersonal. Formally defined, the autonomy orientation is a general tendency to exercise and perceive the social environment supportive and to be facilitated; the control orientation is a general tendency to exercise social environment as controlled by

external elements, and to be controlled; and the impersonal orientation is a general tendency to be ineffective and amotivated (Vallerand's 1997).

The autonomy orientation involving a high level of experiencing authority and independency in making own choices, also provides an opportunity to initiate and to regulate people's behavior. People with autonomy orientation when get the environments providing them the chances of experiencing self determination and free choice, is also be termed by De Charms (1968) as a general tendency of internal perceived locus of causality. The control orientation refers to which one's behavior is being controlled and organized either by one's external environment or by one's inner elements. People with control orientation always find themselves as controlled by some other factors, always make analysis of their events as controlling, and feel controlled in their choices. Therefore, highly control oriented people have tendency to cognate and think they must have to work under "should," and they must have to depend on controlling events like deadlines, or are being observed strictly by others to activate themselves. Extrinsic rewards play a fundamental and more determined role in the behavior of people, if people are more control oriented (Koester, Bernieri, & Zukerman, 1992). Hodgins, Koestner, and Duncan (1996) studied how the orientations of autonomy and controlled are associated with interpersonal functioning in different types of relationships. Findings suggested that the autonomy orientation was positively correlated with peoples' experiences of gratifying, and interactions with parents and friends that occur naturally, while the controlled orientation was positively associated with defensive behaviors. In other words, a development of a general orientation for autonomy was significantly related with more fulfilled, gratifying and positive personal relationships.

When the desired consequences are beyond one's personal control, one may relate it as result of fate or luck, may have greater likelihood of becoming anxious, and may feel very ineffective. Control oriented people may also experience de-motivation ineffectiveness. Impersonal orientation has been found as predictive of higher degrees of depression, social anxiety, and self-talking (Deci & Ryan, 1985b). Individuals' personalities may differ in exercising

causality orientations of autonomous, controlled, and, impersonal orientation as trait-like concepts. As such, the extent to which individuals are motivated autonomously for their goals, tasks, or jobs would be predicted from if their work environment is providing autonomy support for them to function effectively, and their own autonomy causality orientation. Similar to that, the control at the workplace and their own controlled causality orientation would predict the level of their controlled aspiration. Motivating features and factors of peoples' work environment, and their impersonal orientation may affect people's motivation. Finally, the concept of basic psychological needs for competence, relatedness, and autonomy facilitates the basis for developing causality orientations that are fundamental within a social context for being categorized as autonomy supportive, and controlling (Deci & Ryan, 1985a). Self-determination theory has been utilized to draw a model explaining the satisfaction of three core psychological needs predicted the development of autonomy orientation and autonomy support in people, which in turn leads to be involved in pro-social and healthy activities.

On the basis of a review that if competence, relatedness, and autonomy are basic psychological needs in everyday life, then they would play fundamental roles in how people interpret and make sense of their lives. The need was felt to explore the role of basic psychological needs (autonomy, relatedness and competence) in developing the different causality orientations (autonomy, controlled, and impersonal in adults. It was hypothesized that ppsychological needs will be associated with different causality orientations and people with different psychological needs will have different causality orientations. It was also assumed that males and females will show the different patterns of causality orientations and psychological needs.

Research Methodology

Participants

The sample consisted of 256 adults (128 males and 128 females) ranging in age from 23 to 57 years. They were of different educational levels ranging from graduation to above post graduation

taken from Multan. Convenience sampling technique (non probability approach) was used to select the sample.

Instruments

Following instruments were used to collect the data. The relevance of the instruments was checked by a sample of 20 educationists. They were asked to examine carefully all the items of each instrument and rate which of them were relevant to the Pakistani culture. Analysis of the responses revealed that all the items were judged fairly relevant to the Pakistani culture. Translation of the instruments from English to Urdu was made by using the back translation method. Both the instruments were, then, administered to a sample of 50 adults so that their reliability and validity was determined.

The General Causality Orientations Scale (GCOS)

The GCOS (*Deci & Ryan, 1985*) is a 51-item scale measuring one's tendency toward three causality orientations: Autonomy, Control, and Impersonal. This scale consists of seventeen vignettes with three response options (autonomy, controlled and impersonal). Each response is representative of one of the causality orientations and is rated on a 7-point rating scale where 1 indicates "very unlikely" and 7 indicate "very likely". For each orientation, scores are computed by averaging respondents' ratings for that orientation across all 17 vignettes. A higher score indicates more of that particular orientation. Reliability of this scale in the present study was .84.

Basic Psychological Needs Scale

The Basic Psychological Needs Scale (*Deci & Ryan, 2000*) is 21 items scale measuring the three types of needs for competence, autonomy, and relatedness. It is a 7-point rating scale. To score the items on each need subscale, the items identified with (R) are reverse scored firstly, and then the scores on all items in each subscale are averaged out.

Procedure

The participants were informed on the objectives of the study and then were given the instructions. A booklet containing the measures of Basic Psychological Needs and The General Causality

Orientations Scale along with consent form and demographic information sheet was given to each participant. They were assured that all the information would be kept strictly confidential and would be used for research purposes only. SPSS (Statistical Package for Social Sciences) was used for the analysis of the data collected from participants.

Results

This study was aimed at exploring the association and effects of causality orientations on psychological needs. To see the relationship Pearson's correlation (Table 1) was computed and to see the gender differences independent sample t-test was computed (Table 2).

Table 1: Correlations between Subscales of General Causality Orientations and Basic Psychological Needs (N=256)

		Psychological Needs		
		Autonomy	Competence	Relatedness
Causality Orientations	Autonomy	0.83*	0.72*	0.75*
	Controlled	0.21	0.18	0.47*
	Impersonal	-0.27	-0/16	-0.26

* $p < 0.05$

Results depict (Table I) the correlation between general causality orientations (Impersonal, Controlled, and Autonomy) and basic psychological needs (Autonomy, Competence and Relatedness). Results show that autonomy orientation is significantly correlated with needs of autonomy, competence and relatedness. Controlled orientation is related to relatedness while impersonal orientation is not significantly correlated with psychological needs.

*Table-2: One Way Analysis of Variance of Sample's Causality
Orientations for their Score on Basic Psychological Needs
(N = 256)*

Psycho logical Needs	Sources of Variance	SS	df	MS	F	P
Autono my	Between Groups	4.53	2	2.27	7.75	0.00 ***
	Within Groups	145.57	498	0.29		
	Total	150.11	500			
Control led	Between Groups	3.38	2	1.69	6.55	0.02 *
	Within Groups	46.40	177	0.26		
	Total	49.79	179			
Impers onal	Between Groups	0.39	2	0.20	1.10	0.34
	Within Groups	13.89	78	0.18		
	Total	14.28	80			

* $p < 0.05$, *** $p < 0.01$

Results of ANOVA (Table 3) show the significant differences in autonomy and controlled orientations of people with three types of psychological needs. It suggests that three types of psychological needs (autonomy, competency, and relatedness) promote the autonomy and controlled orientations in people. While the results pertaining to impersonal orientation is not significant for the three types of psychological needs.

Table-3: Gender-based Differences in General Causality Orientations and Basic Psychological Needs

Scales	Males			Females			<i>t</i>	<i>p</i>
	Subscales	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
	Autonomy	4.05	0.60	4.08	0.70	0.37	0.71	
Causality Orientations	Controlled	4.35	0.63	4.31	0.75	0.43	0.67	
	Impersonal	4.66	0.70	4.50	0.90	1.56	0.12	
	Autonomy	4.05	0.45	4.13	0.52	1.32	0.19	
Psychological Needs	Competence	4.21	0.48	4.17	0.58	0.55	0.58	
	Relatedness	4.34	0.61	4.28	0.61	0.57	0.55	

df = 254

Results (Table 3) show no gender differences in causality orientations and psychological needs of adults. It implies that males and females are equal in causality orientations and psychological needs.

Discussion

SDT describes the importance of satisfaction of basic psychological needs promote causality orientations, motivation and well-being in individuals (Deci & Ryan, 2000). Accordingly, the present study was intended to examine relationship between basic psychological needs and causality orientations. Specifically, the study focused on to know whether a person's psychological needs (autonomy, competence, and relatedness) affect his/her causality orientations (autonomy, controlled, and impersonal). In the target study the emphasis is on basic psychological needs and causality orientations and their relationship.

It was hypothesized that causality orientations will be correlated with psychological needs. Results supported the hypothesis and it was found that basic psychological needs are significantly and positively

correlated with autonomy orientation. These results are consistent with the work of Hodgins, Koestner, and Duncan (1996) who found that autonomy and controlled orientations are correlated to interpersonal process of operating in many of the contacts and relations. Results of their findings indicated that the autonomy orientation has positive relationship with peoples' experiencing interactions with parents and friends occurring in natural situations, satisfying psychological needs, honest whereas the controlled orientation has positive relationship with defensive functioning. In other words, more positive and satisfying personal relationships with other is strongly associated with being more autonomous as a general orientation.

Results further suggested that psychological needs for autonomy, competence and relatedness are not significantly but negatively correlated with two causality orientations of controlled and impersonal. These results can be justified that amotivation and the impersonal causality orientation come from and are fostered by the lack of satisfaction with basic psychological need. They do not just experience lack of autonomy (as does controlled motivation) but they also experience the absence of competence and/or relatedness. As result, they may report the lower and weaker level of performance, functioning, and healthy mental state (Deci & Ryan, 1995). These findings support the hypothesis.

People with different satisfying psychological needs will have different types of causality orientations was another assumption of the current study. Results depicted in Table 2 showed the analysis of psychological needs that may affect the process of fostering the different causality orientations in people. The results are highly significant for autonomy and controlled orientations in relation to satisfied psychological needs. It implies that people who have satisfying basic psychological needs develop the autonomous orientation, and become independent in their choices. It in turn also suggests that people with high autonomy orientation had higher needs for autonomy, competence and relatedness.

Justification for the findings pertaining to controlled orientation may be put in following literature. Results suggested (Table 2) that

people's basic psychological needs differ in developing controlled orientation. Variations in cultural context exist in every society. The people experiencing controlled orientation are generally controlled by rewards, policies, end lines, principles, ego-involvements, and the instructions by other people. So people with controlled orientation would not be independent and autonomous. It was seen that the people who are usually controlled by reward or other incentives they generally want to compete others and try to take up strong relationships with their friends, parents, and coworkers that could instruct them for more incentives and rewards as money. Controlled orientation may leave the people with an involvement in only to get and earn money and left behind all activities in search of money. So the people with more controlled orientation would be more competent as well (Skinner, 1995).

Table 1 and 2 indicated the relationship and impact of psychological needs and impersonal orientation. The results are non significant. It showed that different psychological needs among individuals did not lead to impersonal orientation. The perspective of basic psychological needs is value full in a social context. But dissatisfaction of these needs, and the environment where the person is living is not supportive and autonomous, the people become demotivated, and feel ineffective. These helpless situations produce the greater chances of impersonal orientation in people. These results are in favor of the findings of the study by Deci and Ryan (1995). They reported that psychological needs are negatively related with impersonal orientation, and lack of satisfying psychological needs will generate the impersonal oriented people.

Results pertaining to gender differences (Table 3) suggested the non significant findings. It implied that males and females have the same types of psychological needs. Men and women also have been found equal in reporting three types of causality orientations of autonomy, controlled, and impersonal. Results did not support the assumption. The reason might be consider that in our Pakistani cultural context, people demand the same intrinsic needs that could not foster the different motivational orientations in men and women differently.

Conclusions

The present study concluded that basic psychological needs for autonomy, competency, and relatedness are in connection with causality orientations of autonomy, controlled, and impersonal. It was also explored that three types of psychological needs (autonomy, competency, and relatedness) promote the autonomy and controlled orientations in people but not the impersonal orientation. The current study also provided evidence that males and females do not differ in psychological needs and causality orientations.

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**Analysis Of Learning Achievement In Reading Comprehension
And Developing Teachers' Attitude To Teach English As A
Second Language At Secondary School Level**

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Munawar Hussain***

Abstract

English as a second language is taught in almost all parts of the world. A person who is proficient in English language holds prominent position in the job market. In Pakistan therefore, new education policy has laid emphasis on teaching English from grade-1 in all public schools. A school child therefore, needs to develop all four skills of language that are reading, writing, speaking and listening. Teachers in Pakistan make efforts to develop English language structure in school children but due to number of reasons children learn only basic skills of reading and writing and two equally important skills of language that are listening and speaking remains unaddressed. A program called "Access English language program" was started for 300 government secondary school children to learn English language skill for extra two hours. After a year a comparison on Access students is made with their counterparts to see the learning achievement of both groups. This paper focuses on learning comprehension. The main objective of the study was to compare the comprehension skills of Access and Non-access students. The in-depth analysis of the data revealed that access students have mostly learned the basic structure of English language. Based on the results the causes of poor comprehension skills are discussed and appropriate recommendations are made for improving the language learning skills in public schools of Pakistan.

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Keywords: Language Learning, English as Second Language, Language Skills, Reading and Writing

Introduction

Currently, there are two different types of school systems working in Pakistan. These are public and private who are different in terms of input, objectives, structure, curriculum and assessment. The common national objectives of education desire equal and standardized access to all systems and expect output with similar knowledge, skills and values. A system of school education is still desired in Pakistan that can ensure cognitive and personality growth of children as well as set itself to facilitate equality of opportunities and of treatment in both systems (Rehman, 1996; Dickson, 1996).

The analysis of the educational system in Pakistan suggests that the private schools are English medium schools and attract children from upper middle and elite classes as their parents can afford to spend a lot of money on the education of their children. Public schools on the other hand, are Urdu medium schools and attract mostly children from poor communities. The children of elite class are generally admitted to private schools and they are performing better than public school children due to better socio-economic background and better learning environment in the school (Rehman, 2001).

The significant difference between public and private schools in terms of input and output is to some extent widening the gap between elite and non-elite classes. English medium private schools are producing confident and forward looking students who get opportunity for further education and perform better in colleges and universities mainly due to better written and oral communication in English. The public schools attract children mostly from non-elite back ground and prepare them for life in relatively poor learning environment with less attractive teaching methodology. The medium of instruction is almost Urdu. Reading, writing and speaking skills of English language are hardly developed. Thus, almost 70% public school children are dropped out at secondary level (PEMIS,

2009). Those who somehow manage to get admission in colleges and universities find themselves unable to carry on because of poor language skills.

It is emphasized in New Education Policy (2009) that the system of education in both public and private schools should promote equality of access and learning opportunities so that social equality should prevail and mutual relation among all parts of the society should produce mental and physical harmony. This will help to reduce the class conflict and provide equal opportunities to the children of socially and economically disadvantaged communities of the society (Haque, 1993).

English has become a global communication language. Today, nearly 70% of websites, research work, text books and database systems are using English language (Takashima, 2000). It has also become one of the appropriate languages for teaching and learning in both developed and developing countries educational institutions. In most of the developing countries it is considered inevitable for achieving their strategic educational goals.

English is an official language in Pakistan and educational system of Pakistan starts teaching English from elementary level to graduation level as a compulsory subject. While at university level entire subjects are taught in English language. Most of the students are not good in English language comprehension due to a few reasons. These reasons are their background knowledge, general biases against English language; poor teaching methodology at early levels and poor text books. Private schools offer English from grade one. The textbooks, teaching methodology and learning environment coupled with parents' support at home, help private school children to learn and apply English skills in their daily life and in educational institution. Such difference of opportunities and English language skills provide little opportunities to the non-elite group either to continue further education or to compete with elite group.

Considering disparity in opportunities for elite and non-elite school children a project was launched in November, 2009 by Pakistan Reading Association (PRA) with the help of US Consulate, Lahore.

Five centers (2 girls & 3 boys) in five government schools. In each center two groups of 60 students were taught in afternoon classes. The main purpose of the program was to help those students who were bright but belong to non-elite background. The aim was to prepare them to compete with English medium school students and to get admission in colleges and universities. Proper arrangements were made for visual aids and interactive methodology was adopted to develop Basic English language skills among teachers.

Objectives of study

- To compare the comprehension skill of Access and Non-access students.
- To assess overall achievement of Access English and Non-access English students in the area of language comprehension.
- To recommend the appropriate measures for further improvement.

Research Procedure

The present research has been conducted through an achievement test to evaluate language comprehension skill. Data was collected by conducting this test from access and non-access students. The test was prepared according to syllabi of the access English program and comprised of basic conceptual questions to check comprehension, composition and grammar skills of students. The researchers personally conducted and marked the test conducted in five access centers and non-access students of same school. The study had been conducted on the access English students of five male and female centers making a total of 290 and the same number of non-Access students was selected from the same government schools of the same class. Most of the non-Access students were class fellows of access students in the school. The total number of students in both categories was 580 (Table 1.1). In the sample of present inquiry all student of five access English centers were selected and similarly same number of students were selected from respective schools. The respondents were randomly selected and it has been kept in mind that the level of the respondents should be equal.

Table-1: Population and sample size

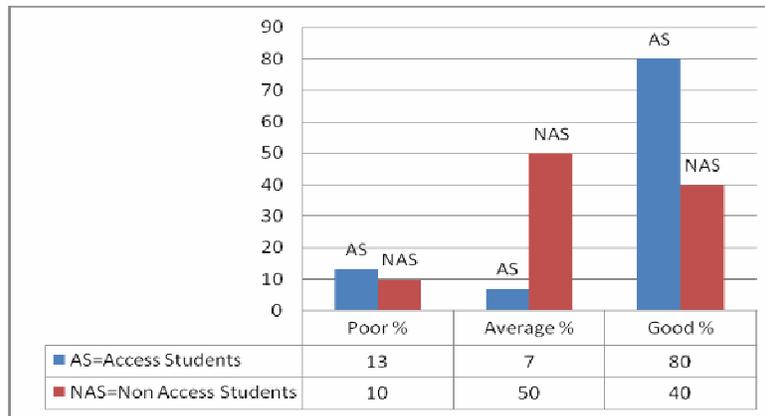
Name of Access Center	Access students	Non Access students	Total
Govt Girls High School Muhajir Colony, BWP	60	60	120
Govt Girls High School Canal Colony, BWP	60	60	120
Govt Boys High School Cantt, Bahawalpur	54	54	108
Govt Boys High School Shadra, Bahawalpur	56	56	112
Govt Boys Elementary School Dera Izat, BWP	60	60	120
Total	290	290	580

Tests were marked and fed data into spread sheets. The received data was analyzed qualitatively. Norms were set to judge the ability of students in reading comprehension. Students who are not good in sentence construction and grammar are rated poor. Students who can construct sentence are rated average and those who can construct sentence with correct tense and grammar are rated good. The Microsoft Excel has been used for formulating the spread sheets of obtained marks of each student. The skill wise and overall performance of Access and non Access students has been compared and the results of the study are produced below.

Findings and Discussion

Findings are taken on the basis of results taken from Access and non Access students. Questions are analyzed on three likert scale with norms Good, Average and poor. Students who attained below 50% are rated as poor while students who have attained above 50% are rated as average and who have above 70% are rated as good. Bar graphs are made to show achievement of Access and Non Access language learners.

Q-1. Where did the two brothers live?

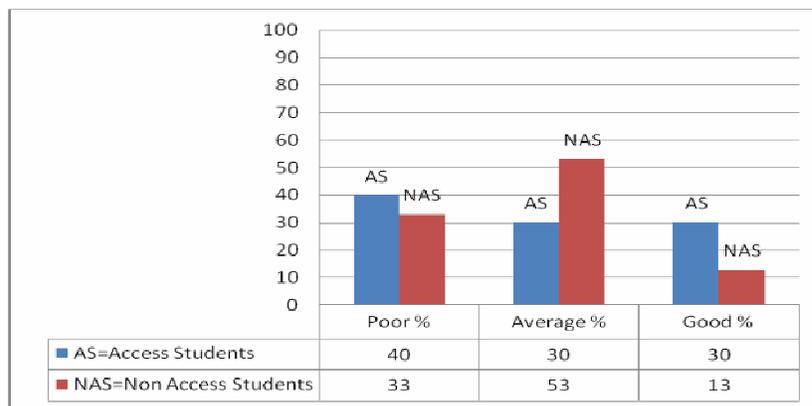


In Pakistan reading comprehension is one of the neglected skills in acquisition of second language. It is a common observation that Pakistani student taught under grammar translation method could rarely develop the quality of reading comprehension directly without translating the passage. This means loss of time and energy on the part of reader. In such cases a student reads a passage, translates it in mother tongue and prepares answer repeating the same methodology. In this process a student is required to involve two diverse languages at a time. Cross-fertilizing the grammar and tense structures of two different languages which gives room to commit mistakes. Same is the case with non-access students where teacher gives reading of a passage with translation method. This effects overall performance of the student and becomes main cause of incorrect structure of sentence.

The test statement of the first question demands information from the student as the question starts with the word “Where” that inquires the student to tell the name of the brothers that are mentioned in this paragraph. Most of the Students reading in Access centers knew structure of the sentence. They know started their sentence with a proper subject and they provided the information correctly according to the demand of question. The successful effort to start a question in proper format shows that the students had good command over reading comprehension.

The reason for understanding the structure of a sentence may be because the access students are taught through direct method where teacher adopts SQ3R techniques to improve reading comprehension. On the other hand Non Access students gave half of the answer. Most of the students in Non Access gave answer by just telling the name of the place as they did not know how to construct a sentence. Both Access and Non Access students belonged to similar schools and both of them are from same cultural group and non elite back ground. Both of them read in public sector schools and in morning session same teacher taught them. It is the inquiry of the researcher how such difference was produced then. Assumption in this regard is two hours class which they take in Access centers. In Access centers teacher teach them through direct method while in public schools they are taught through Grammar Translation method. It is clear that teaching methodology and teachers both have an impact on students. Moreover, direct method of teaching in lingua franca is not as effective as that of grammar translation method but results of this research show that direct method in some circumstances may be effective.

Q-2 What Raphael has been thinking all the week?

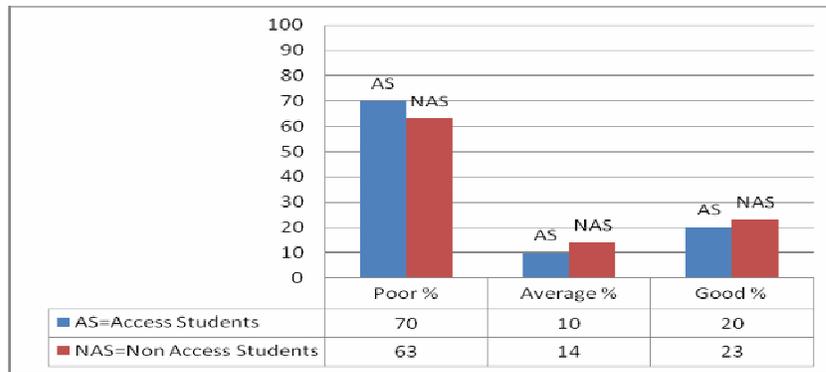


Learning is a process in which learner attains skill and applies that skill in real life situation. Learning reading process while acquiring second language is an art. When a new learner reads a passage, he

faces difficulty of understanding that language. Words and sentence structure are new to him. This adds to a learner's difficulty bit more when he has to answer in foreign language. He is not able to express his understanding in that language as he has not been able to understand the message. This produces communication gap and learner fails to answer. While assessing the sheets of students on the question that "what Raphael has been thinking all the week?" researcher came to know this difficulty. Students could not give proper answer to this question at all.

This question judges ability of thinking in the student. Objective of this question is to check how a student deals with information that is hidden in the passage. After reading this passage it may be assumed that a student, who had thoroughly read the passage and understood it, will be able to give correct answer. The results show that very few students from Access were able to give answer of that question. Some of the students from the Non Access were able to answer that question. Most of the Access students just picked the information and pasted the same. On the other hand non Access students gave wrong information as they were unable to understand the information given in that passage. This shows learner's reading deficiency as they are slow readers. One of the Access students writes in this context, "Lucas was twelve and Raphael was fifteen years old". This shows how wrongly this question has been interpreted by Access student. In fact this question is based on the thinking of Raphael, who is one of the main characters in this passage. As it is common practice in Pakistani schools that students are not in habit of story and character reading so they find it difficult to write about thinking of other characters. Dealing this question a student needed creative level of thinking. He has to think what character Raphael thinks and act accordingly. One such answer has been given by a Non Access student who tried to give it very creatively. He answered it as, "Raphael was worrying to purchase gift on her mother's birthday that was in that week." That was satisfactory answer that touches the pulse of this question.

Q-3 How did they greet their mother?



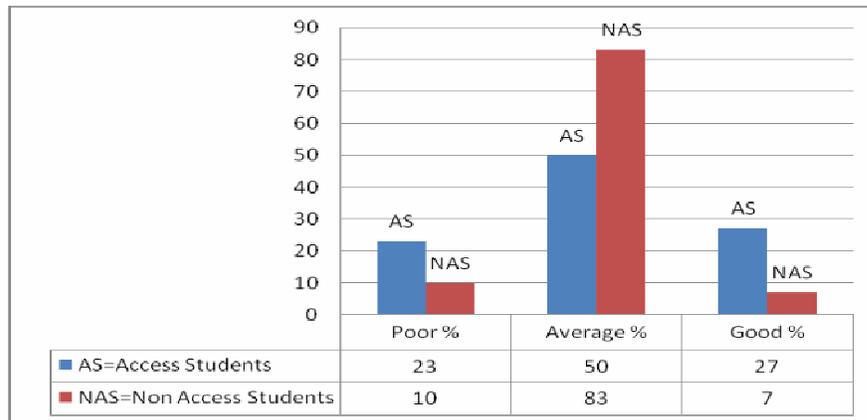
For learners, language reading is all about information. It's not about the number of words they read rather the amount of information they extract. The main purpose of reading is said to be creating a mental framework that helps learner to process words and ideas. In Pakistan reading in language class is done not to develop comprehension rather to shift load of study from teacher to student. The result in such cases is that the learner learns to read any way; but is not told important stages of teaching as pre reading and post reading stages. In the absence of all such stages a learner usually could not understand how to express his feelings about that extract. Student only reads words while he does not know what these words mean. While reading foreign language learner could not clear his concept about the extracts which he is reading. In order to improve this condition reader is said to develop habit of notes taking and inference what they have read.

Same misconception appeared to occur in response to the question "how did they greet their mother?" some of the Non-access students gave its answer correctly. They have understood formation of the question while majority of non Access students failed to give its answer. This question began with information statement "How". This indicates that they were to give situation that had taken place during the meeting of two sons and mother early in the morning but what Access students replied was found out of context. They tried to give only information without value. 70% of the students answered

as “We should get her asked as the getting ready for bad.” That is meaningless observation. It shows that the students did not comprehend what to answer as he is not used to survey the text and get meanings out of it.

Analysis shows that this situation is relatively poor in access centers as the students of Access did not pick the information. While majority of non Access students answered this question in this way, “Lucas and Raphael Duval both hugged their mother and greeted their mother, “Happy Birth Day Mom.” This observation can give clear concept that is asked in the question. In this type of question the answer begins from the root of the statement. Statement of the question requires some sequential information. For instance, in this question the first set of information are the boys who are Lucas and Raphael. Second information demands words spoken by the boys to their mother. Third is the action that is based on their thought and the fourth with whom they are going to say words and to do in action. Such sequential set of information requires a clear and systematic method of writing. Structure of the most answers produced by access students provide some evidence to believe that they have learnt to identify the required information and write in the systematic manner. It also shows that the teachers of access taught the students how to give answers to the information based questions but it indicates that they need more practice. Further exploration of the data reveals that method of teaching; teacher competency and size of the group are believed to be the key elements contributing to the students’ learning. In access centers size of group (30) for the targeted language is considered appropriate and teacher interact with individual student therefore, the impact of teaching is more durable than non- access students who are taught in large groups consisting of more than 80 boys and girls. In access centers students are taught with techniques that involve students and create an excited learning environment.

Q-4 What did they eat in the morning?



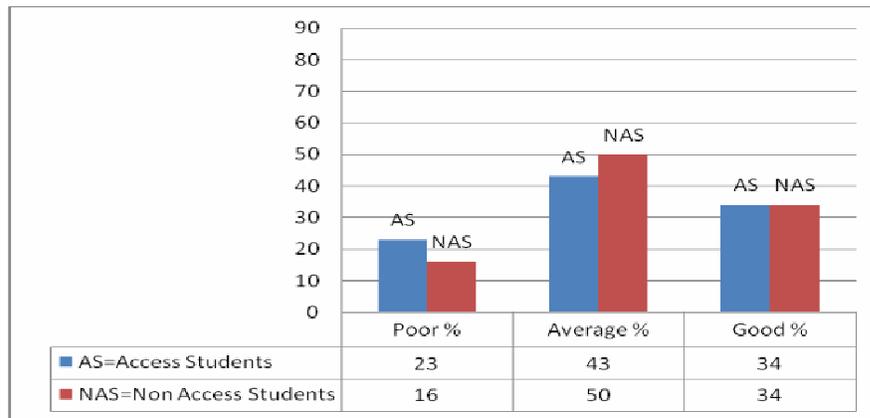
Every language develops a set of habits that is necessary to communicate in the language. Intellectual advancement of a child may develop an ability to read, to decipher, to interpret and to understand properly the contents of a reading material. Reading involves recognition of sound and written symbols. Reading is a receptive skill in the written mode that helps readers to write well. Reading can help build vocabulary that helps listening comprehension at the later stages. Reading comprehension is considered one of the most important parts of learning targeted language. Since reading comprehension is directly related with written expression so a good reader is thought to be good writer as he has to express what he has read.

Habit formation in language develops with the time and approaches its end when a learner attains competency in replying the comprehended text. If a student is not able to give answer what he has been asked after reading the text then it means that his reading comprehension is not satisfactory. This makes doubt in his ability of being literate. After seeing the condition of students of non Access students it may be assumed that the situation in public sector school is not satisfactory as the students are unable to reproduce what they have been taught. In the question what did they eat in the morning? The respondents from Access centers have been unable to give right answer. Majority of the students have given unclear statement about

that question and result indicates that they are not able to give right interpretation of the statement. The statement is based on interrogative question that needs to be answered directly while in practice Access students give its answer in this pattern, “The next morning the boys woke up to a beautiful summer day. In another paper the student answered, “They eat in the morning their mother had put out a traditional French bread Croissants and jam.” The first is an example where it can be concluded that the learner has not understood the passage as he seems having less capacity to understand and respond it logically. In second answer the student has only tried to copy the statement that means he has just read the statement but reading comprehension is lacking. It identifies that learners of Access centers are not given so much practice in response of What type of questions.

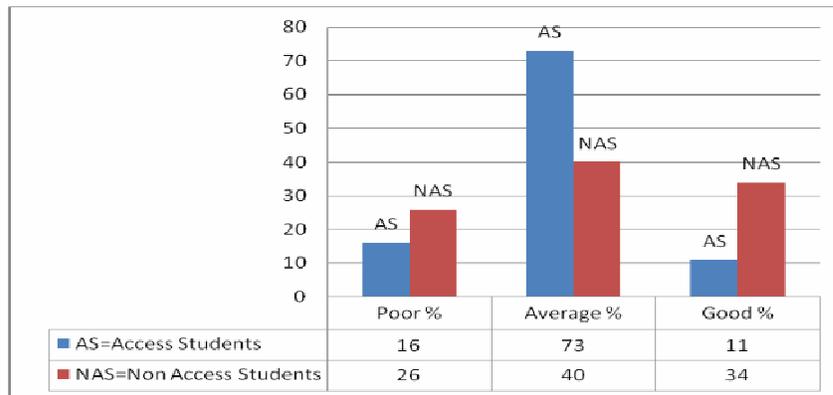
On contrary, the non Access students have structured this question reasonably well and answered correctly. It may be assumed that by the use of pre-reading and post-reading techniques the teachers of Access have developed reading comprehension skill among the students of same level belonging to same age group and family background, studying in same classes and school environment is also the same.

Q-5 What was their mother preparing for?



This question is based on synthesis. It demands an answer originally from students. Access students were unable to give this answer while Non Access students were very good in replying this answer. This question is interrogative and inquires some information from the learner. Most of the Access students were not sure what to write and how to start that question. In public schools the students are taught to read the passage and then underline information and re-write as the answer of a question. For example, one of the Access respondents wrote, “They know their mother will be very busy at the studio all the day preparing for an important task. “ The respondent tried to paste the information as it was written in the text. Non Access students on the other hand, answered as “Their mother was preparing for an important art exhibition.” The analysis leads to the conclusion that non- access students do not know in which tense they have to answer. Their sentence structure shows that they have just pasted the information without knowing what piece of information is required and which is excessive.

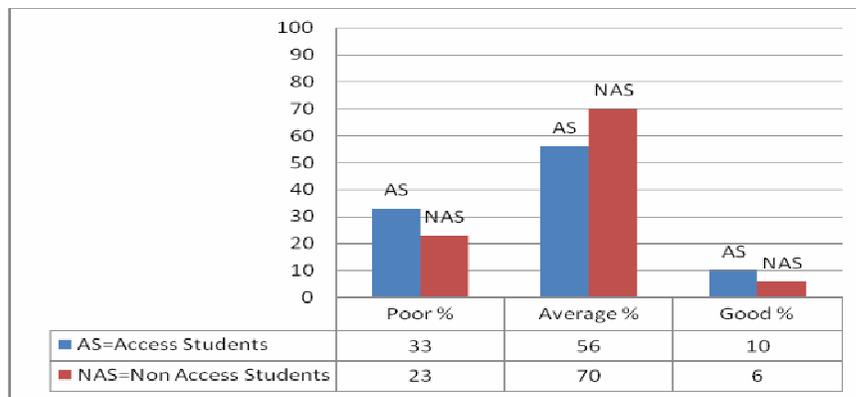
Q-6 How did the fireman save people?



This question was designed to check the creativity in the students. It is a fact that students in Pakistan learn language but they do not acquire skill. Language teaching in Pakistan has been one of the difficult tasks. It is generally said that the learner is not motivated, teacher is less skilled, failure ratio is increasing and parents prefer to facilitate children with extra tuition to make them able to pass the

language examination. Present study indicated that non-access learners were able to answer the simplest question of reading comprehension. In the question how did the fireman save people? Access students answered that question as they could not make up what is being said in this question. There was hardly any information given in the answer by Access students. The question starting with how demanded inquiry so it may not be started from the given information rather it is to be told how that thing had happened. Access students have also been unable to attempt this question correctly and most of them dropped the question rather given wrong statement. It is evident that none of the group has learned to answer the questions starting with how.

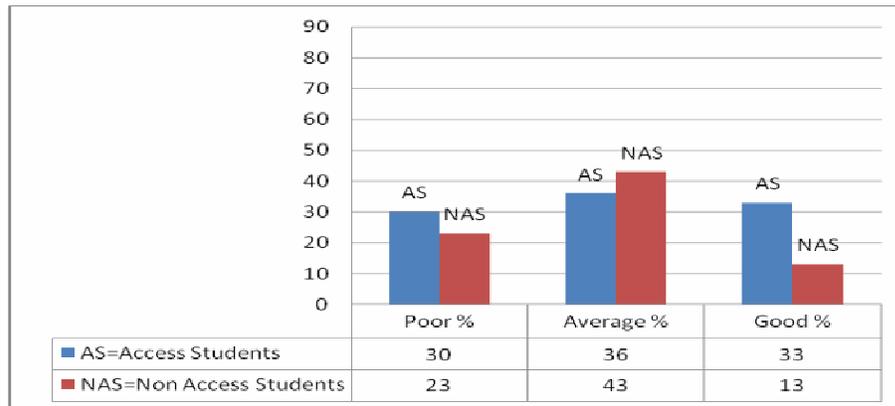
Q-7 When did they reach back to their home? What surprise did they give to their mother?



Complex nature questions are difficult to answer by the learners who have less ability to understand. This produces confusion in their minds as what to answer and how to answer. Similar is the case with the question in which two things are asked at a time from the language learners. First they have been asked to tell the time of return of two boys and then they are to inform how they surprised their mother. Now a learner has to think and collect information in two ways. First he is to settle the tense right as it is the past tense and then the information is split into two different dimensions. Access students were found better in answering the question because of

good comprehension of passage while non-access students were found poor in answering combined questions. The data showed that some of the respondents stated half of the information and some tried to attempt half portion in present and half in the past. It shows that the students have not been told about the clauses and verb clause agreement.

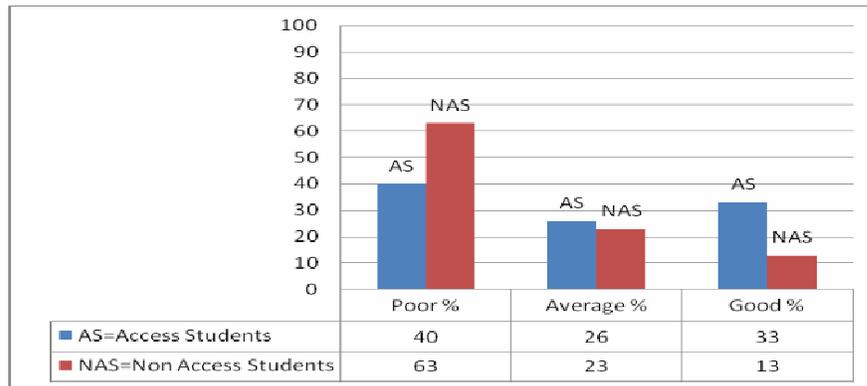
Q-8 Do you want to help someone like these boys? Why?



This question was asked to assess the creativity level among the students of Access and non Access. According to the data analysis access students are quite good in understanding and developing comprehension of the given passage but when they are asked to apply language knowledge by creating sentences on their own they also stand like their other friends leaving some exceptions that are found in both type of students. Majority of both groups were appeared lacking grammar understanding and vocabulary problem. Both of them were found generally unable to respond correctly.

While teaching language in the form of grammar and vocabulary teacher must see what he is going to develop in the student. Teacher is required to use story books for reading and vocabulary enrichment activities in the class.

Q-9 What message would you like to give to your mother on her birthday?



Learning of second language enables a student to write some words on his own. In lingua franca the learners remain poor in construction of acquired language. A second language learner takes time to improve his abilities in sentence construction. Moreover, teaching skill and its transfer to the learners is a key factor in this regard. Teaching parts of speech and tenses to young learners, who have never been acquainted with acquired language structure is difficult task to achieve. Especially in places where medium of instruction is native language this task is becoming impossible. Same is the situation with Pakistani learners. In public schools students are given English sentences to translate into native language or from native to English. Both the techniques produce confusion in the mind of learner. It can be seen like that as there are two windows in mind one is green and other is red. A learner mixes and blends acquired language and native language but the mind is one so mistake is inevitable on his part that sometime he would cross it through red window and sometime through green and sometime he will take both the structures.

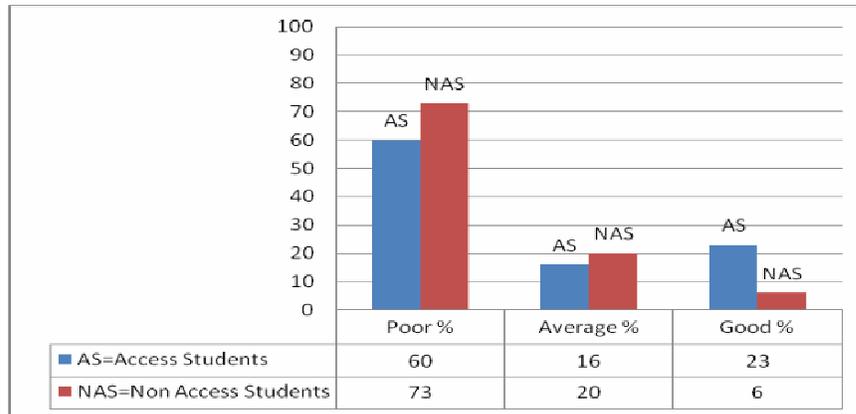
The data indicated that access students were better in answering than the Non access but still they were not reasonably creative in their approach. The result points to the reason that students are usually not taught to write or tell their expression in English language. They are taught to give expression after reading and then molding that

information into the answer of a question. In this question they were asked to give their own expression as the question inquired, “What message would you like to give to your mother on her birthday? It is not stated in the passage the students are asked to apply their knowledge of acquired language, think creatively and construct sentences accordingly.

Q-10 Give meanings of these words

1- Apartment _____ 2- Merchant _____

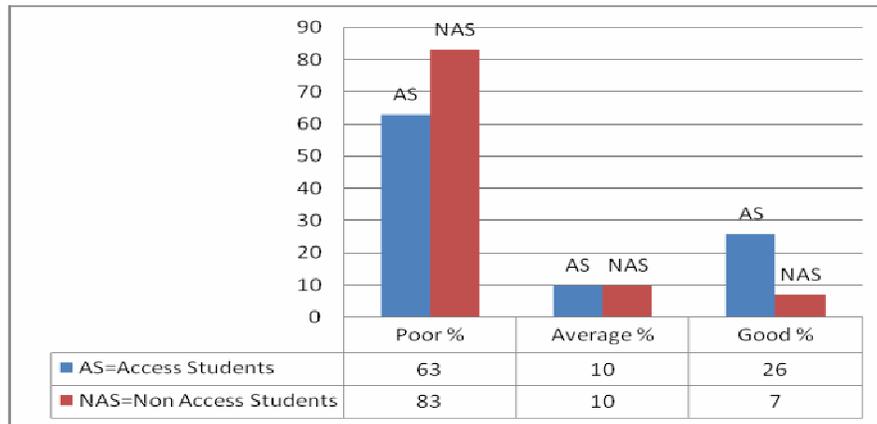
3- Appreciated _____ 4- Narrated _____



Vocabulary building of acquired language is key source towards writing expression. Written expression and thinking level in acquired language can only be developed when learners are given situations to learn meanings of the words. It is critical aspect of reading comprehension. English is a living language and day by day new vocabulary is adding into it. English words and phrases are used according to the contextual situations. English is the language which has thesaurus of words. A single English word has lots of synonyms and phrases. So a learner has to keep in mind as many as possible synonyms of words to convey contextual meanings. In public schools where medium of instruction is Urdu, learners are not given synonyms and antonyms of a word. It means students are not able to comprehend if the word is used in phrase or in other context. Learner understands only one meaning and one use of a word. It was

observed while going through the tests that students of Non Access centers were unable to give word synonyms, rather all of them have written the meanings of the words in Urdu that is national language. On the other hand, Access teachers rather make students learn synonyms to make them able to substitute words. The study prove evidence to believe that that Access students were better in vocabulary building and so they are better in written expression too.

Q-11 Give suitable title to the story.



Reading is a tool of thinking and developing your own ideas and thoughts. These ideas and thoughts require most specific approach when they are converged into deeper meanings. When a learner, learns about some new things he converges his ideas into one stream and then he gives title to what he has read. The title consists of main theme or central idea of the context. This practice is quite necessary to check learner’s ability in reading comprehension. Non Access students were unable to give suitable title to story that shows that the learner is not able to focus what he has read. Access students were able to give suitable title to the story as they can focus on what they have read.

Recommendations

The learners of targeted language may be taught through direct method so that comprehension of second language may improve.

Direct method of teaching may develop comprehension, recognition of parts of speech and vocabulary building.

Learners may be asked not to translate structure rather convert the thought into English conversion of idea can give original thought.

Learner may be asked to read and use idioms and phrases.

Learner of second language may be given proper training for reading comprehension. SQ3R is one of the best techniques to use in such cases.

This may be recommended that the students at this level need to learn how to develop an agreement of verb in a clause. This situation may be improved if language teacher teaches with problem solving technique and use practical examples for application.

Teacher may try to improve more and more critical thinking in a learner when a learner is able to raise questions about the matter then understanding of that passage becomes very easy to him.

Teacher may adopt role play technique to elaborate text and develop involvement of learners.

Learner may read extract to develop his expression. Reading may be done for fun not for uploading of information.

Impact of learner's comprehension may be developed by decreasing size of group.

Learner may not confuse and mix while reading structure and construction of L1 and L2.

Learner may be motivated towards reading.

Teacher may be taught exact intonation and pronunciation.

Learner may know pair of words and their usage.

Spellings are one of the key factors that may be developed through reading exact and correct phonemes.

Vocabulary building technique may be used so that learner may not face problem while inferring meanings from text.

Just reading and going through the lines is not enough for the readers. When a learner reads something new he may produce understanding about that new acquired knowledge and then translate it into a new mode. This new understanding could come only from scanning the content and then making an understanding of the question.

Conclusion

It is revealed through the results of this research that better teaching methodology, small size of group, use of interactive learning techniques and activity based process helps gaining better students' results. Public sector can also improve the results of the students through adapting these techniques. Method of teaching in public schools does not offer reading comprehension practice that may be given more importance in all respects. In public schools of Pakistan students are not taught how to scan a passage. In reading comprehension students in Public schools are generally told to read the passage first and then read answers. It is an international standard and most of IELTS, TOFEL and TESOL courses recommend that in order to get reading comprehension reader must be shown question first and then the passage. The situation can be improved if the students at public schools are asked to use this technique. Students may be given creative work to improve their written expression. It is observed by the researcher that most of the students were not able to place right verb in their answers. Here teacher may adopt role play technique to develop reading habit among students. Using this technique may improve the condition of the students in both Access and non Access centers.

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A Meta-analysis on Primary Teachers Mentoring

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Abstract

The purpose of this paper is to investigate how far the methodology adopted in previous research (2001-06) on primary school teachers mentoring was in accordance with the type of research and results? Literature review covered the three modes of teacher development: pre-service or initial teacher training (ITT), induction, and INSET. Around 80 research articles, abstracts, manuals, booklets, books accessed electronically or in printed materials were collected for reading purpose. Of these 26 studies were finally selected for meta-analysis on the basis of key indicators for effective mentoring identified through literature review. These included 21 qualitative, 3 quantitative and 3 mixed-methods (qualitative-cum-quantitative). The findings revealed that 14 of the researches were conducted on ITT, while 7 and 5 were conducted on primary school teachers' mentoring during induction and INSET respectively. There were few studies in which methodology was found not concurrent with the nature or type of the study. A few of the researches did not address any core question(s).

Keywords: Primary School Teachers, Mentoring, Meta-analysis, Methodology and Results

Introduction

This is an age of science and technology. With the advancement in science and technology and explosion of knowledge in interdisciplinary research, the needs of the society are changing rapidly and this has put a healthy impact on the teaching profession. There was a time when bookish knowledge was considered as the chief source of knowledge, but now the electronic media has changed the culture of teaching-learning discourse. Teachers need to be aware of the educational developments in global perspectives. There is a need for on-going innovations in the three main modes of

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teacher development: initial or pre-service teacher training, induction and in-service training or continuous professional development. Teachers' development at each stage is important to enable them to be useful members of the society and become effective or successful teachers. Many stakeholders play their role to improving the teachers' effectiveness, but perhaps the head teacher and the teachers can best help and guide newly inducted teachers. Literature refers to this help and guidance to colleagues as 'mentoring'.

The notion of mentoring corresponds to ancient Greek. The original Mentor was described by Homer as the "wise and trusted counselor" whom Odysseus left in charge of his household during his travels. Haney (1997) asserts as 'mentoring is a relationship between an experienced and a less experienced person in which guidance, advice, support and feedback are provided". Murrey and Owen (1991, p.5) describe mentoring in the context of 'facilitated mentoring' as they state 'facilitated mentoring is a structured and series of processes designed to create effective mentoring relationships, guide the desired behaviour change of those involved, and evaluate the results for the protégés, the mentors and the organization.

Mentoring is an open vista of new experiences and possibilities. The mentoring process links an experienced Mason (mentor) with a less experienced Mason (mentee) to help foster Masonic development and growth. A mentor is more than a teacher. He facilitates personal and Masonic growth in an individual by sharing the knowledge and insights that have been learned through the years. Healy and Weichert (1990) assert that "mentoring is a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both. However, for a mentoring relationship to be successful, Alleman (1982) says that the mentor must be warm, caring, sensitive, and trustworthy.

Research shows that mentoring on any issue or problem enhances learning for both mentor and mentee. Lindgren (2005) found that "mentoring is a proficient method for supporting novice teachers", a theory supported by numerous researchers (Brooks and Sikes, 1997;

Ganser, 2002; Kajs, 2002). In many countries, teacher preparation has increasingly become a more collaborative effort between the university and schools. For example, case studies conducted in Wales (Estyn, 2001) show that in effective mentoring, partnership has a beneficial impact on all those involved. The higher education institution, its partnering school and the trainee primary teachers all gain from effective partnership working. Koch and Appleton (2005) in their study on a private primary school in Rockhampton, Australia investigated that the consistent, continuous, multi-year mentoring would have important long term gains for elementary teachers' dispositions towards implementing inquiry-based science in their classrooms. Saeed and Mahmood (2001) in their study in Gujranwala region in Pakistan found that mentoring has a healthy impact on primary teachers' development, but it should be on-going. Tang and Choi (2006) found that better mentor preparation and workplace conditions facilitate learning in schools. Based on the findings of a recent study carried out in UK, Jones and Straker (2006) concluded that in order to enable mentors to engage in reflective practice and self-evaluation, they need to be provided with the conditions and resources within their schools/colleges that allow them to be actively involved in the construction and extension of their knowledge base as mentors.

Mentoring of primary school teachers is of much concern in the present era. Adequate research has been carried out on various aspects of mentoring of school teachers, but extremely little is available in the context of meta-analysis approach based on key indicators for effective mentoring of prospective primary teachers. This study is designed to analyze the research on primary teachers' mentoring during initial teacher training, induction, and in-service training (INSET) carried out in the six year's span period (2001-2006). The study addresses following two core research questions;

1. What kind of research was conducted on primary teachers mentoring in the context of initial teacher training, induction, and INSET between 2001-06?
2. Do the methodologies used in the previous research were in accordance with the nature or type and results revealed? If yes or not, in what way?

Methodology

The study was basically descriptive and analytical in nature with a view to analyse the methodologies, findings and conclusions of the available research conducted on primary school teachers' mentoring during 2001-2006. To find the research studies, two data collection strategies were used: 1) electronic access to research work on primary teachers mentoring at J. S. Priestley Library, University of Bradford, UK; and 2) papers published in research journals on the theme of primary teachers mentoring, which were found by personal visits of five libraries of England: University of Bradford, University of Leeds, University of York, University of Manchester, and Manchester Metropolitan University, between November 2006 – April 2007. Two main dimensions focusing methodology and results portion were considered for the meta-analysis: 1) focus i.e. ITT/induction/INSET; and 2) nature i.e. qualitative/quantitative/mixed-methods.

The research was carried out in three steps. In the first step, literature was collected via e-access and hard form in journals, books and manuals. For electronic access, Metalib, Database, and Search and Advanced Search on Google were mainly used. The e-access was available to the researcher at the J. S. Priestley Library, University of Bradford. Around 80 research papers or other documents on teachers mentoring were collected and reviewed. In the second step, 26 research articles published in journals between 2001-2006 and some other materials in various books and manuals on primary teachers mentoring were photocopied or downloaded and printed for the reading purpose. The complete version of each article was read many times for a clear understanding in regard to the nature, methodology and results of each study. Literature review was based on primary teachers mentoring in the context of the USA, the UK and Australia, and a little in regard to Sweden, New Zealand, Hong Kong and Pakistan. In the third step, the concept of mentoring and key indicators which were more frequently addressed in most of these researches, were identified with the view to analyse the previous research on the basis of these key indicators. In this regard, four studies (National Foundation for Improvement of Education, 2001; New York State Education Department, 2006; Induction Review Group, University of London, 2004, Saeed, 2007) were more closely

reviewed and meta-analysis approach was based on these studies. The key indicators considered for the study were: HEI-school collaboration or partnership, mentors' selection and training, mentor-mentee attachment, incentives for mentors, mentor-mentee good relationships, head teacher and collegial support, conducive learning environment, and mentoring strategies.

Discussion of Results

Of the total 26 research studies selected for the final meta-analysis, a marked majority 20 (76.9%) were qualitative in nature, 3 (11.6%) were quantitative and 3 (11.6%) were of mixed-designed approach (qualitative-cum-quantitative). In regard to the focus or level of the teacher development, the proportion of studies on initial or pre-service teacher training, induction and INSET was 53.9%, 27% and 19.2% respectively, as can be seen in Table 1. It means the highest proportion of studies was qualitative in nature and most of these were conducted on pre-service student teachers. The research focus on mentoring of in-service teachers was the least one, while research on newly inducted teachers was lying in the middle. Within the qualitative paradigm, in most of the studies data was collected through interview protocols, while a few were carrying case study approach and extremely a fewer were on developing mentoring programmes or models for the primary teachers. The main research tool for the quantitative studies was questionnaire.

Of the 26 researches, the year-wise publication was: seven (27%) in 2006; five (19%) each in the years 2005 and 2004; one (3.8%) in 2003; two (7.7%) in 2002; and six (23%) in 2001. The year-wise trend of researches included in meta-analysis can be seen in Figure I. The meta-analysis is presented in the way that three studies on primary teachers mentoring using meta-analysis approach are discussed at first, followed by discussion on the other 23 researches under the main themes of initial teacher training, induction, and in-service training. The studies were analysed to mainly address the research questions of the study.

Research studies using meta-analysis approach

The analysis revealed that there were only three studies conducted from the angle of meta-analysis. The one was 'mentoring in-service teachers: issues of role and diversity'. Halai (2006) reviewed 20

master dissertations submitted at the Institute of Educational Development, Aga Khan University, Karachi, Pakistan between 1995-2002. The main theme of these studies was mentors' roles with their sub-themes on their roles as an expert-coach, subject specialist, critical friend, and learner. Mentors' role as 'coach' involved iterations of pre-observation conferences, observations, and post-observation conference.

The second meta-analysis study was conducted in the international perspective under Induction Review Group (2006) at the Social Research Unit, Institute of Education, and University of London in 2003. The rationale of this research was derived from the fact that there is a renewed interest in teacher induction and the associated programmes and mentored support, with a number of fresh attempts to look at the policy imperatives and research practice in this area. For the review, 475 titles and abstracts, and 146 full reports were screened to identify 51 studies that related to the impact of induction on newly qualified teachers between 1998-2003. It was found that there was a significant impact of induction on the teachers' professional development, job satisfaction and retention rate.

The third meta-analysis study was conducted by Young et al. (2006) which aimed at exploring the place of friendship in mentoring relationships among two female literacy education officers and three female doctoral students. They used West and Oldfather's (1995) pooled case comparison approach to analyze the data from two separate studies. It revealed that friendships did indeed have a place within the participants' evolving mentoring relationships. Interdependency, a salient theme identified within these relationships, encouraged individual growth while simultaneously facilitating a sense of friendship, collegiality, connectedness and caring between the mentors and mentees.

Research on primary teachers mentoring at ITT level

There were 14 studies (11 qualitative, 2 quantitative and 1 mixed-designed) on pre-service student teachers, each differed more or less to the others in purpose, scope and methodology, and hence of course the results in all were not the same. But surprisingly, the common finding in most of these studies was 'a positive impact of

mentoring on the mentors' and/or mentees' growth and development'. For example, Lopez-Real and Kwan (2005) investigated in the case of Hong Kong that the majority of the mentors (about 70%) enhanced their professional development through having participated in mentoring student teachers. They learnt through self-reflection and mutual collaboration, and from student teachers and university tutors. Catapano (2006) found that blending the advocacy strategies of problem solving; perspective taking and conflict resolving help pre-service teachers determine steps for action. Walkington (2006) in his qualitative study in the Australian context found that time spent in schools and other educational setting during teacher education courses is broadly valued. Hudson and Skamp (2004) conducted a quantitative survey on 59 Australian B.Ed teachers at the end of their final (fourth year) practicum teaching experiences. They found that primary science education reform has not been successful as many primary teachers tend not to change their teaching practices.

The qualitative research carried out by National Foundation for the Improvement of Education (2001), Kajs (2002), and New York State Education Department (NYSED) (2006) developed primary teacher mentoring programmes in their contexts, but with many common indicators for effective mentoring. NFIE's (2001) 'teacher mentoring program' was based on the proceedings of NFIE's Teacher Mentoring Symposium, co-hosted with United Teachers Los Angeles in February 1999. It stated that no mentoring programme or model can be successful until all or most of these aspects or indicators are not well considered. Kjas's (2001) study describes the 'Situational Mentoring Framework' (SMF) for developing a successful mentoring programme. This framework follows a systematic change approach in addressing out major components of a mentoring process: 1) mentor selection, 2) mentor and novice teacher preparation, 3) support team, and 4) accountability. The third related qualitative study was carried out by the NYSED (2006) which describes the guidelines for implementing district-based teacher mentoring programme.

Braund's (2001) used mixed-methods approach developing a questionnaire and an interview protocol as research tools. For the

qualitative data, 14 mentors were interviewed. The results were somewhat disappointing in the sense that only 10 mentors were found to be fully familiar with the 'constructivist approach' in their teaching, although previous research investigated significant impact of this approach on teachers' practice in the UK primary schools. LeCornu (2005) conducted a qualitative study on developing pre-service teachers' capacities to participate successfully in learning communities, both during initial teacher education and throughout their teaching careers. Interview was used as a tool for data collection. The study of Price and Willet (2006) reported that primary student teachers had a positive impact of mentoring on their personal and professional development, with a range of benefits for the school and the providers. Mixed-methods research design was used to collect the data, by administering a questionnaire followed by interviews.

Research on mentoring of newly inducted primary teachers

Seven studies are analysed in this section, which includes five of qualitative nature and in two mixed-designed methods was applied. Lo-Voo and Raymond (2006) prepared a Teacher Mentoring Handbook and a Protégé Handbook and distributed these to all 54 the newly hired teachers with an appropriate mentor from the schools. The purpose was to use these handbooks during the mentor-mentee discourse. It was found that close interaction between the mentor and the mentee accelerate the process of mentoring. Furthermore, mentoring is not one time activity; it is an on-going process filled with varied events, experiences, observations, studies and thoughtful analyses. Research undertaken by Saeed and Mahmood (2001) also revealed similar results. In the UK context, Kuriacou and O-Connor (2003) found that induction process should be systematic and filled in with effective mentoring of NQTs; the quick arrangements are not effective for NQTs' personal and professional growth and development.

Kjas et al. (2001) investigated in the USA context that on-the-job nurturing and support by mentors can accelerate success and effectiveness among beginning teachers as well as prevent some of them from dropping out of the teaching profession. A meaningful mentor-mentee relationship establishes an effective mentoring experience since the relationship mediates the experiential exchange.

NYS Department of Education and Training (2005) highlights the issues on mentoring during induction drawn from literature and case studies. It reveals that in the school setting, mentees should identify their mentors; this strengthens their personal and professional interaction. The effectiveness of mentoring relationships emerges from the personality, sensitivities and expertise of mentors. Fabian and Simpson (2002) in their study based on literature review and a case study of Behaviour Support Service in UK reported that new teachers need a structured induction programme. The institutions should promote the process of human socialization.

Lindgren (2005) conducted a longitudinal qualitative study in a municipality of Umea, in Northern Sweden. The sample was 22 newly recruited teachers from all school levels. Data was collected through interviews with mentored novice teachers. It was found that five of the mentees had managed to see their mentors weekly for one to two hours in each semester. Towards the end of the term, there were fewer meetings and the mentees asked for new mentors. Two of the mentees reported that it was much easier to find times for meetings and to talk with the newer colleague.

Research on mentoring of in-service primary teachers

This section includes five researches, all of qualitative nature. Vozzo et al. (2004) conducted their study to explore the web of relationships involving members of the school community, mentors outside the school community and a university tutor. The study explores the 'web of relationships'; the same concept was also emphasized by Yeomans (1995). Duffield (2006) investigated the impact of cooperating teachers on the newly enrolled undergraduate and graduate programmes at the Midwestern University USA using Professional Development School (PDS) model of teacher preparation. The findings revealed that relationships with cooperating teachers appeared to be the most influential factor in the interns' formation of a positive or negative perception about the clinical experience.

Koch and Appleton (2005) in the Australian context found that one-to-one mentoring has short term implications for implementing constructivist science teaching practices, and consistent, multi-year

mentoring would have important long term gains for elementary teachers' predispositions towards implementing inquiry-based science in their classrooms. Saeed and Mahmood (2001) conducted a study to improve the professional competence of working primary teachers and to investigate the impact of mentoring on their performance in Gujranwala Division of the Punjab province. 8086 government primary teachers were trained at 202 cluster/Markaz-level training centres. The findings revealed that mentor-mentee interactions were useful in that the both mentees and mentors benefited. The follow up revealed that there was a positive impact of monthly professional seminars on the performance of mentees, with a little on the mentors. The impact on mentees was visible where mentors and/or school supervisors were more committed to the tasks. It also concluded that mentoring should be an on-going process, rather periodical.

Conclusions and Recommendations

In view of the meta-analysis of 26 research studies, it is evident clear that the emphasis of the research (53.9%) is on pre-service or initial teacher training. The studies on mentoring newly inducted and in-service primary teachers are fewer (Table 1). Of the 14 studies carried out on pre-service student teachers, 10 were of qualitative nature, and in all these data was gathered through interviews, or in some cases 'case studies' or a conceptual framework or a mentoring programme was designed. There were only two studies of quantitative design (Hudson and Skamp, 2004; Price and Willet, 2006) while in one (Braund, 2001) mixed-designed method was used for data collection. Of the seven studies in regard to induction, five were of qualitative nature and two of mixed-method. Rare research has been conducted from meta-analysis context.

As regard the methodology adopted in the various researches, in about three-fourth studies either interview, a questionnaire, a case study or content analysis; there were only three studies in which mixed-methods approach was used (questionnaire with case study or interview). In the three longitudinal studies, however, data was collected through interviews at three times to investigate the quality of mentoring: at the beginning, in the middle and at the end of pre-service training or induction year (Vozzo et al., 2004; Lindgren,

2005; Duffield, 2006). It concludes that the mixed-designed and longitudinal research on primary teachers' mentoring was relatively less focused.

The meta-analysis also reveals that there is increasing trend of research on primary teachers' mentoring (Figure 1) For example, in the year 2006, nine studies were conducted in correspond to six in 2001. Relatively less research was done in the years 2002-05; although a few studies on primary teachers mentoring were either excluded or partially discussed as these were not well within the domain of the indicators identified for the study. In view of the above discussion and conclusions, following recommendations are put forwarded;

- There should be more emphasis on mentoring in-service teachers and induction.
- Adequate research on primary teachers' mentoring is not seen in the context of developing countries, this should be of high the concern for these nations.
- There is a growing trend of research using mixed-methods/designed in social sciences in the international perspectives. Hence, research on mentoring of primary teacher development should also be given due emphasis.
- Similar meta-analysis study may be of great interest for future researchers.

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Table- 1: Category-wise analysis of 26 researches on primary teacher mentoring

Method	Focus	N	Nature of Study*			
			Total %	Qualitative	Quantitative	Mixed-
ITT		14	53.9	10	3	1
Induction		7	27.0	5	-	2
INSET		5	11.0	5	-	-
Total: Number				20	3	3
26 -						
Percent				76.9	11.6	
11.6 -				100		

Analysis of the Perceptual Disagreements among Parents and Teachers Regarding Positive Upshots of Sports Participation

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Abstract

A study was carried to assess the perception, and perceptual differences among parents and teachers regarding positive outcomes of participation in sports. sought gains from sports participation included development of Character, Self esteem, Sportsman spirit, Emotional stability, Social interaction, good Body image and prevention of smoking. It was found that generally both parents and the teachers conceive a quite positive role of sports in the wholesome development of participants. However, the overall perception of parent regarding positive outcomes of sports participation was comparatively higher than the teachers. Yet, a greater number of teachers contrary to parents believed in development of self-esteem and prevention of smoking as an upshot of sports participation. A gender difference in perception of the outcomes of sports participation was also noticed. On the whole the perception of males regarding positive results from sports participation was better than the female. However Self-esteem and character development were considered as upshot of sports participation by a comparatively larger number of females than the males.

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Introduction

Sports activities play a very significant role in the physical, psychological, social and emotional wellbeing of the participants provided the programme of activities is prepared and implemented with proper care and responsibility (Siedentop, 2001). According to Yan & McCullagh (2004) sports practices enable participants to perform comparatively better in other areas of life as well. Participation in sports and recreative activities can have significant and long lasting effects on the personality and overall behaviours of the participants (Versari, 2008). Positive impacts of sports participation include self-esteem, Sportsmanship, character building, emotional stability, social interaction, good body image, and prevention of smoking etc.

It has been noticed that the sports participants, in comparison to non-participants show a better level of self-esteem (Crews et al., 2004; Strauss et al., 2001). Though it is difficult to give an explicit definition of self-esteem as it can vary according to a situation or a problem (Tap et al, 2002), however, Rosenberg (1979) has defined it as an attitude either positive or negative and an individual's feeling of his "worth" and "importance". It is evident through research that engagement in physical exercises, sports and recreative activities help enhance self-esteem. (Ekeland, et al., 2005),

One of the positive outcomes of sports participation is development and promotion of a true-sportsman like behaviour that includes many appropriate traits like cooperation, conflict resolution and respect of the others etc (Tenoschok, 2001). It is apparent through research studies that sports activities provide ample chances of promoting sportsmen spirit (Shields, et al, 2001) among the participants.

Since long it is claimed that sports and recreative activities are very effective tools for character development (Armstrong, 1984). According to Hellison (2003) and Parker & Stiehl (2004) "positive character traits" can very effectively be learned through ardent participation in sports, recreation and related physical activities. In

his work on role of sports in character building Alberts (2003) recommended that for obtaining desirable results the programme of activities must be accordingly designed and implemented. It is important to note that in sports, the character value is reckoned as 'social' and 'moral' character (Lumpkin et al, 2002). Working on the same topic, Fullinwider (2006) states that research studies for determining the role of sports in character development often show contrasting results. However, improvement in social character has been advocated as a resultant of sports participation (Rudd & Stoll, 2004). Though research does not support the concept that participation in sports also helps improve the moral character, but all the same the negative effects are too, not testified (Rudd & Stoll, 2004).

Emotional stability and wellbeing is considered to be yet another positive outcome of participation in sports and recreative activities. Research manifests positive contribution of co-curricular activities (Dworkin et al., 2003), sports and physical activities in the development of social and emotional wellbeing of players (Morris, et al, 2004). Role of play is important in providing the participants with a sense of comfort and control over their feelings, and communication of their emotions in an adequate manner. (McArdle, 2001)

One of the significant outcomes of sports participation is promotion of social cohesion in the society (Frisby, 2005). Sports activities provide an effective platform for social participation (Prime et al, 2002), which facilitates plentiful social interaction (Belch, Gebel, & Mass, 2001). Social interaction cultivates many desired results (Harrison & Naraya, 2003) including a strong affiliation with peers, and ability of solving mutual conflicts (Harrison & Naraya, 2003). Meliorated interpersonal relationship, feelings of trust and confidence and a sense of association develops and improves social cohesion (Paddy, 2004). For the creation of social cohesion among youth, facilitation of utmost social interaction is all the same important. In this context the sports programmes help and facilitate social interaction for youth, whereas these programmes particularly prove helpful for those who are socially excluded or isolated for certain reasons (Chen, 2002). It is therefore deemed necessary for

schools to arrange this sort of programmes for maximum interaction to develop a sense of social cohesion and communal unity among youth (Dalgarn, 2001).

Excessive bodyweight and obesity commonly result in various health related problems including high blood pressure, anxiety and depression etc, these problems can very effectively be addressed through sports (Zametkin et al, 2004). Participation in sports and physical activities is quite useful for maintenance of physical fitness (Taras, 2005), and development of an attractive body image, which is considered to be very good for social acceptance in the society (Conroy & Motl, 2003).

Despite the fact that most of people are well aware of the harms of smoking, yet, smoking as a habit persists in our society at a large scale, which needs to be properly tackled and addressed. Research reveals that participation in sports and physical activities considerably minimize the chances of smoking, particularly among the youth (Peretti, 2002). Exercise and physical activities seldom go together. It has been observed that youth participating in some sports less like smoking (Holmen, 2002), whereas the increase of involvement in sports tends to decrease the habit of smoking (Escobedo, 1993).

Materials and Methods

The study was conducted in randomly selected five cities of North-West Frontier Province of Pakistan, including, Dera Ismail Khan, Kohat, Peshawar Mardan and Abbotaabad. Basic motive behind the study was to analyze the perception of Parent and Teachers regarding benefits and positive outcomes of sports participation. Simultaneously an important focus of the study was to determine the perceptual deviations regarding the gains of sports participation, if so, among the respondents. Sought-after positive upshots of sports participation comprised development of Self-esteem and Sportsmanship, Character building, Emotional stability, facilitation in Social interaction, creation of a good Body image, and prevention of Smoking.

The target sample population for the study comprised of 250 (including 140 male and 110 female) Parents and Teachers. Stratified sampling technique was applied for the selection of a harmoniously representing sample, and a total of 125 from each stratum were taken for gathering needed information,. Structured questionnaires, based upon five point Likert scale (Likert, 1931), ranging from ‘Strongly disagree’ to ‘Strongly agree’ were employed for the collection of data. The data gathered from the respondents were analyzed through SPSS version 12 (statistical package for social sciences). In addition to Chi Square, the Pearson correlation coefficient and Independent sample t-test were applied for the logical analysis of the data. Following remained the focal research questions:

- I. The respondents conceive significant positive impacts of sports activities on participants.
- II. Both the variables are mutually correlated in perceiving positive outcomes of sports participation.
- III. Character development is believed as an upshot of sport participation by a greater number of Parents than the Teachers.
- IV. More Teachers, in Comparison to Parents conceive development of sportsman spirit as an outcome of sport participation
- V. Parent’s perception regarding improvement of social cohesion through sports participation is comparatively higher than the Teaches.

Results and Discussion

Purpose of the study was to explore the stance of Parents and the Teachers regarding contribution of sports, and its positive impacts on the participants. It was noted that the respondents i.e. both Parents and the Teachers perceive a very positive impact of participation in sports and recreative activities. The sampled population generally believed that taking part in different sports and recreative activities help develop and promote many desirable social traits amongst the participants. It was observed that stance of the Parents, however,

was comparatively a bit better than the Teachers in most of the conceived outcomes of participation in sports.

Analyzed data reveals that majority (67.6%) of the respondents perceives development and promotion of 'self-esteem' as a very positive outcome of sports participation, including 66.4% Parents and 68.8% Teachers. It was observed that most of the sampled population (76.4%) conceives sports participation builds up sportsmanship qualities among the players; this aspect was favored by 83.2% of parents and 69.6% Teachers, depicting a clear difference in the opinion of both the variables. It was learned through data analysis that a total of 77.2% respondents view a positive impact of sports activities on development of the character of participants, it was however noted that 79.2% of parents opined in favour of the concept, in comparison to 75.2% of teachers. Emotional stability was conceived to be among the positive outcome of participation in sports activities by 66.8% respondents, including 69.6% parents, compared to 64.0% teachers. Majority (68.4%) of sampled population considered sports participation as an effectual source of social interaction for the improvement of social cohesion in the society; among the above agreeing respondents, the percentage of parents remained 71.2%, in contrast to 65.6% of teachers. Vast majority (82.4%), of the respondents believes in the positive contribution of sports and recreative activities in maintaining physical fitness and developing a good body image; this was perceived by 85.6% of the parents in comparison to 79.2% teachers. A significant part of the respondents (71.2%) perceived a positive role of sports participation in the prevention of smoking, including 68.8% parents and 73.6% of teachers, showing more trust of teaches in sports activities, in the prevention of smoking among the youth.

It was learned through analyzed data that both parents and the teachers perceive positive outcomes of participation in sports and recreative activities. Results of the Pearson correlation coefficient, as given in the following table-2 indicate that the degree of perceiving positive impacts of sports participation among both the independent variables significantly correlates, showing .228** at 0.01 level (2-tailed).

Table-1: Pearson Correlation results Showing correlation in perceptual positive outcomes of sports participation

		Parents & teachers	Perceived Positives upshots
Parents & Teachers	Pearson Correlation	1	.228(**)
	Sig. (2-tailed)	.	.000
	N	250	250
Perceived Positives upshots	Pearson Correlation	.228(**)	1
	Sig. (2-tailed)	.000	.
	N	250	250

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

Alberts (2003) believes that development of a positive character is quite obvious through sports participation provided the programme of activities is accordingly arranged. Similar was the observed perception of a clear majority (77.2%) of the sampled population with a little disagreement in the opinions. The difference in the mean of 4.01 and 3.60 with the standard deviations of .808 and 1.185 for the parents and teachers respectively on character development through sports participation is not significant. The calculated t value 3.181 is greater than the tabulated t value 1.960, hence H_0 hypothesis has not been accepted that means ‘Parents perceive more effective role of sports participation than the teachers’.

Table-2: Independent sample t-Test results Showing stance of Parents and Teachers regarding role of sport participation in Character development

Test variable	Grouping variable	Definition of group	N	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
Character Development	Population	Parents	125	4.01	.808	3.181	.000
		Teachers	125	3.60	1.185		

It was observed that in comparison to male respondents, the female consider sports activities as more effective in character development of participants. Difference in the mean i.e. 3.77 and 3.85 with standard deviations of 1.055 and 1.006 for Males and females respectively on character development through sports participation is not significant. The calculated t value -.562 given in the table 3 is lesser than the tabulated t value 1.960 which, against the presumed stance, shows that female perceive comparatively better effects of sports on the characters development of participants.

Table-3: Independent sample t-Test results Showing Gender difference in conceived role of sport participation in Character development

Test variable	Grouping variable	Definition of group	N	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
Character Development	Gender	Male	140	3.77	1.055	-.562	.264
		Female	110	3.85	1.006		

As depicted below, a Mean difference of 4.11 and 3.62 with standard deviation at .882 and 1.1261 for parents and teachers, subject to independent sample t-test on character development through sports participation has not been found as significant. The calculated t value 3.545 shown in the table-4 is greater than the tabulated t value 1.960, hence H_0 hypothesis has not been accepted that means that the 'Parents perceive much effective role of sports participation in character development, than the teachers'.

Table -4: Independent sample t-Test results showing posture of Parents and Teachers regarding role of sport in developing sportsman spirit among its participants

Test variable	Grouping variable	Definition of group	N	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)

Sportsman Spirit	Population	Parents	125	4.11	.882	3.545	.000
		Teachers	125	3.62	1.261		

It was found that the perception of males, contrary to females, was little more tended towards built up of sportsmanship through sports participation. Difference in the mean i.e. 3.91 and 3.81 with standard deviations of 1.042 and 1.200 for Males and females on accumulation of sportsmanship through sports participation is not significant. The calculated t value .741 given in the table-5 is lesser than the tabulated t value 1.960 which once again, contrary to the presumed position, shows that males perceive comparatively better effects of sports on accumulation of sportsmanship through sports participation than the females.

Table- 5: Independent sample t-Test results Showing Gender difference in perceived role of sport in the development of sportsman spirit among its participants

Test variable	Grouping variable	Definition of group	N	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
Sportsman Spirit	Gender	Male	140	3.91	1.042	.741	.034
		Female	110	3.81	1.200		

Given in the Table-5, the mean score of 3.79 and 3.63 and difference in the standard deviations i.e. 1.117 and 1.133, for the parents and teachers on role of sports participation in prompting social cohesion is not significant. The calculated t value 1.125 is smaller than the tabulated t value 1.960, hence H_0 hypothesis has been affirmed which means that Parents perceive more effective role of sports participation in promoting social cohesion than the teachers'.

Table- 5: Independent sample t-Test results- Showing viewpoint of Parents and Teachers concerning with role of sport in the improvement of social cohesion through participants in sports

Test variable	Grouping variable	Definition of group	N	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
Social Cohesion	Population	Parents	125	3.79	1.117	1.125	.473
		Teachers	125	3.63	1.133		

The data revealed that the male respondents view more effective role of sports participation in the promotion of social cohesion than the female respondents. A difference of 3.76 and 3.65 and standard deviations i.e. 1.055 and 1.006 for Male and female respondents respectively, is insignificant. The calculated t value .715 given in the table-5A is lesser than the tabulated t value 1.960 which, according to the expected posture of sampled population, shows that males perceive a better outcome of sports participation in terms of improved social cohesion, than the females.

Table- 5A: Independent sample t-Test results- Showing Gender difference in perceptual approach regarding role of sport in improvement of social cohesion through participants in sports

Test variable	Grouping variable	Definition of group	N	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
Social Cohesions	Gender	Male	140	3.76	1.131	.715	.719
		Female	110	3.65	1.121		

Conclusion

It was concluded that by and large sports and recreation are considered as quite useful activities, bearing some very positive socio-cultural outcomes. However, on the whole Parents perceived a comparatively more positive contribution of sports in forming some

substantial social traits among the participants, than the Teachers. Stance of Teachers regarding improvement in self-esteem and prevention of smoking through sports was stronger than the parents. On the other hand, Parents more potently believed in a positive role of sports in building sportsmanship and a better body image among participants. Similarly, parents were more firm than the Teachers in viewing a positive contribution of sports participation in character development, emotional stability and promotion of social cohesion.

Gender difference in perception of the sampled population was also measured. It was observed that the male respondents were comparatively more firm in considering positive outcomes from sports participation, than the female. Self-esteem and character development as a positive upshot of sports participation were however believed by a comparatively larger number of females than the males. Whereas positive impacts of sports activities on Social cohesion, emotional stability and prevention of smoking were considered by comparatively large number of male respondents than the females. Similarly greater number of males believed in the capacity of sports activities in developing a good sense of body image and sportsman spirit among the participants.

Yiannakis et al. (2003) Say that the perception of many people about sports and its benefits is influenced by their own likings or disliking, and the level of their interest in sports activities; and non-lovers of sports do seldom regard sports as a beneficial activity. Keeping in front the stance taken by Yiannakis and others, and the above findings of this study, it can very rightly be assumed that the overall level of interest and liking for sports among parents and the teachers is very encouraging in this part of the glob. This state of affair needs to be manipulated through maximum adequate facilitation of sports activities at a larger scale to cultivate maximum of desired results from increased participation in sports and recreative activities.

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A Comparative Study of Instructional Supervision in Public and Private Schools of the Punjab

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Abstract

The main purpose of this research is to explore the situation of supervisory practices in public and private schools in the Punjab. We intend to differentiate between the instructional practices of public and private schools. Why private schools are performing better than public schools is a big question that must bother the academicians at school level. To understand the issue ten teachers and ten head teachers from five public and five private secondary schools were interviewed. This qualitative exercise made it clear that private schools were showing more concern for instructional improvement, whereas public schools' head teachers were not showing their concern towards instructional improvement. Moreover, external supervisors were not performing their duties properly. It was suggested that the process of supervision may be redefined and quality of supervision for instruction may be improved in public sector schools.

Key Words: Instructional Supervision, School Heads, Public and Private Schools

Introduction

Improving the quality of education is the major concern of all government policies and plans. Supervision of the classroom instruction and a continuous support to teachers are considered to be the most effective ways of improving the quality of the instruction. Supervision based on collaboration, and participative decision making is the hallmark of an effective school improvement program

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that is designed to promote teaching and learning, this paper aims to analyze the situation of the supervisory practices used, and to differentiate between the instructional supervisory practices of public and private schools.

This paper documents supervisory practices, based on interview data with supervisors (school heads) and teachers from different public and private schools. The motivation for the study comes from the fact that supervisory practices of the school are the main element which can enhance the quality of education. Different schools are using different supervisory practices to uplift the standard of education but private schools performance is better than the public schools.

The purpose of the study was to document the experience of school Heads as supervisors. This paper is organized into the following sections: a brief review of relevant literature, a summary of discussions with head teachers as supervisors and teachers, a comparison of the possible lessons learned (that is, how these interviews catch up with existing theory of supervision), a series of suggestions on how the practice of supervision could be improved based on these interviews, and finally some comments on how this study can help to improve supervisory practices for in public sector schools.

Instructional Supervision

In educational organizations a supervisor is a person formally designated by the organization to improve curriculum and instruction in order to improve the quality of learning of students (Lovell & Wiles, 1983). An instructional supervisor is someone formally designated by school organization that has the responsibility for working with teachers to increase the quality of student learning through improved instruction (Beach & Reinhertz, 1989). The instructional leadership strategies have strong "enhancing effects" on teachers, emotionally, cognitively, and behaviorally (Blase and Blase, 1999). It is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth (Southworth, 2002).

The supervision of teachers is traditionally inspectorial. Supervisors focus their attention on the classroom behaviour of individual teachers, hoping that, if only enough teachers improve, the entire school system will improve (Duffy, 1997). Improving instruction is a complex yet challenging task for both teachers and supervisors. There is a general consensus among educators that the quality of instruction depends not only on teachers but on the support of supervisory staff as well. Supervisor and other personnel at middle management are crucial; they have the responsibility for assisting teachers in making decisions regarding the quality of their instruction. 'The challenge for instructional supervisor is to integrate what is known about supervision into a model that helps remove obstacles to teachers, professional growth and promotes teaching excellence' (Reinhartz & Beach 1989, P,153). Quinn (2002) gives eight instructional leadership and supervision tasks:

1. Makes regular class visits;
2. Promotes discussion of instructional issues;
3. Minimizes class interruption;
4. Emphasizes test results;
5. Participates in discussion about how instruction affects achievement;
6. Ensures systematic monitoring of student progress;
7. Communicates instructional goals; and
8. Protects faculty from external pressures.

There are four well known models of supervision which are widely used for the improvement of instruction namely;

- Collegial supervision
- Developmental supervision
- Clinical supervision
- Self-assessment supervision

Collegial supervision

In this model of supervision teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice. They are frequently observed and provided with useful critiques of their teaching. They work together to plan, design, and research,

evaluate, and prepare teaching materials. For more improvement teachers teach each other the practice of teaching.

Developmental Supervision

According to Glickman (1985) supervisor must foster thinking skills in teachers to help them diagnose classroom instruction and become aware of the many options for change. "As supervisors work with teachers in an educational setting they should match their assistance to teachers' conceptual levels, but with the ultimate goal of teachers taking charge of their own improvement" (p. 64)

Developmental supervision identifies three primary styles of supervision:

1-Directive style: Supervisory behaviors: clarifying, presenting, demonstrating, directing, standardizing and reinforcing

2-Collaborative style: Supervisory behavior: listening, presenting, problem solving, and negotiation

3-Non-Directive style: Supervisory behavior: listening, clarifying, encouraging and presenting.

Clinical Supervision

Ralph (1998) was one of the early advocates of clinical supervision. For him clinical supervision is: "That phase of instructional supervision which draws its data from first hand observation of actual teaching events, and involves face-to-face interaction between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement". Major steps of the clinical supervision model are as follows;

- Pre-conference with teacher
- Observation of classroom
- Analyzing and interpreting observation and determining conference approach
- Post-conference with teacher
- Critique of previous four steps

- Interaction between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement

Self-assessment Supervision

This model is based on the assumption that teachers need to have the self analysis skill for examining all aspects of their instruction such skills assist teachers in making appropriate decisions about their teaching (Reinhartz and Beach, 1989, p.168).

Supervision in Pakistan

At district level in Pakistan especially in the Punjab, following levels of supervisors exist;

- EDO (at district level)
- DEO(at district level)
- DDEO (sub-district level)
- AEO (tehsil level)
- LC (at union council)
- Headmasters/ Headmistress
- SMC's (Community involvement)

The present system of school supervision and supervisory practices is often criticized for just being a system of inspection, which does not provide any support and assistance to the teachers for improvement of instruction. "Educational supervision is perhaps the weakest link in school system. The entire supervisory system is 'law and order' oriented and the evaluation of performance of teachers, promotion of curriculum development and instructional improvement hardly forms a part of supervisory character of duties (Ministry of Education, 2001).

Similar facts are described in the following words by Kokab, (1992, p, 537) "Our supervisory system is limited only to school inspection. Instructional process is never observed and supervision of schools just intends to check school records, observe school discipline and other facilities and equipment". The main objectives of this study were to investigate the existing situation and nature of supervisory practices for instructional improvement in public and private schools and how they differ from each other.

Methods

The population consisted of ten (10) teachers and ten head teachers from five public and five private secondary schools. The twelve (12) schools were contacted by email or telephone and ten agreed to participate. Interviews were planned to explore the existing situation of supervisory practices in public and private schools. The interviews of head teachers and teachers were audio taped with their permission. The duration of each interview was about forty minutes. Interviews were then transcribed; codes were assigned and were analyzed to present an understandable picture of the views of head teachers and teachers of public and private schools. Section I of interviews was consisted of investigative questions that were related to find out the existing situation and the concern of head teachers for supervision. Section II is related to find out the nature and extent of professional guidance being provided by external or internal supervisors, to teachers for instructional improvement.

Results

Head Teachers of Government School

Discussion with the heads made it clear that they had multiple experiences in different public schools and had no prior training in headship and also in supervision. They were asked different questions regarding the supervisory practices and about internal and external supervision for instructional improvement, e.g. who supervise the school? What are the major practices followed? How many seminars and workshops being planed for this very purpose of instructional improvement?

The head teachers told that different persons working at different levels are responsible for the supervision of their schools. They told the titles of their positions e.g. EDO, DEO etc. they told the frequency of their visits as well. Following table 1.1 shows the frequency of external supervisors visits in schools.

Table-1: Research findings of section I

Supervisory Level	No. of Visits Per Year
EDO	0
DEO	1

DDEO	2
AEO	4
LC's	12

One head teacher gave comments on the expertise of external supervisors and told that

“The district education officer (DEO) who is responsible for the supervision had no extra or special expertise in this regard. No specific course is being offered before appointment as EDO and to be given the responsibility of supervision of schools”.

No clear concept of external supervision for instructional improvement can be seen in public secondary school. Moreover the supervisors are using a single method of supervision for inspection of some very trivial things. On the whole, what they told about the nature of supervisory practices in their schools can be summarized as follows;

Supervisor visits the school for inspection of school building and property, attendance of the students and teachers and discipline of the school and classrooms and to check the enrollment register. They rarely visit the schools to improve instruction and check student's knowledge.

Do external supervisors provide any assistance to improve the instructions? In response of this question the respondents gave very spontaneous answer

“no never, they did not give any suggestions particularly for the improvement of instruction”. They added that “the behavior of most of the supervisors is very rude they came to the school without any prior information, just like a sudden raid which frighten and threat teachers. They gave only critical comments during the annual visits in the classrooms. They did not have any specific criteria to evaluate the performance of school or teachers. At the time of visit they only demands two things one is calm and peaceful environment in the classroom and school and the other is the presence of head and teachers within the premises of school.

An internal supervisory practice which is the responsibility of head of the school in public school is also not being planned by majority of the head teachers. Five out of ten head teachers were unable to clearly describe the actual concept of instructional supervision. One head teacher defined instructional supervision in following words

“Instructional supervision is the service, by which we can build confidence in teachers so they can guide the students”.

The head teachers who were aware of the concept of supervision for instructional improvement even then they were not taking any clear action to implement it in their schools. According to one head teacher the detail of internal supervision for instructional improvement was as follows;

“In my ten year long service period only once I advised subject specialist teachers (SST) to train the PTC teachers to teach English to primary classes but the idea behind was not instructional improvement; it was planed just to make up the deficiency of English language teachers”.

Four out of five head teachers (Internal supervisors) were unaware of the models of supervision so when researcher asked about the model which they used for supervision they were unable to distinguish. The response of one head teacher in this regard was:

“I used different strategies; my approach in this regard is very dynamic in nature. I always keenly observe the situation and made my decision, so at different situations my behavior is different”.

This response exhibit the fact that the head teacher did not know about the models and giving very general remarks. In response of the question about the nature of supervisory practices they followed, one of the head teacher told,

“The teachers of my schools are giving good results. They are performing very well, this is all because of effective practices which I follow, I never allowed teachers to waste time and to come late in school, I always advise teachers to keep busy students in some task and have a lot of tests to improve their learning.”.

Most of the head teachers had no idea about the concept of internal supervision in general and supervisory practices in particular. But, in response of the question, is it necessary to supervise for instructional improvement? All head teachers agreed upon the fact that it is very necessary to supervise for instructional improvement.

As researcher asked the question, what are your specific strategies to improve the instruction in your school? One of the head teacher replied:

“The teachers in my school are very experienced, qualified and hard working so I have no need to do such kind of practices (supervisory practices for instructional improvement)”.

Majority of head teachers mentioned that they send their teachers for in-service training of two weeks conducted by Department of Staff Development (DSD). Three head teachers were satisfied with this training and considered it sufficient for staff development.

Teachers of Public Schools

Researcher interviewed five teachers from public schools. The duration of each interview was nearly one hour. The responses of all teachers were more or less same.

Researchers had the list of eight questions with them to discuss with. All teachers gave very brief answers of all questions. Four teachers of public schools were unaware about the concept of instructional supervision although they were aware of the concept of internal and external supervision. As they told that they are being advised by the head teachers for being regular and punctual to take classes. They also added that

“the head teacher frequently visit their classes and if they found any discrepancy they called them in office and after a lot of condemnation gave some advice. They insult them badly if they find students busy in any activity other then academic one”.

Three teachers preferred internal supervision on external supervision. The concept of external supervision for particular purpose of instructional improvement was very strange for them as one of them responded in these words;

“External supervisor (EDO) is not concerned with the instruction which we are giving in the classroom. They visited school formally just to see what is going on at that particular day, how many teachers are present and what they are doing during those particular one or two hours. They very often visit their classroom and asked one or two questions to students and gave their remarks. They never gave any advice regarding the improvement of their instructional activities.”

Four teachers declared that internal supervision is effective, while external supervision is ineffective and useless for instructional improvement. All respondents positively answered the question that either the guidance given by internal supervisor proved to be useful or not? They agreed that if they act upon advices which they received from head teachers they can make their instruction more effective. They told that they have a severe need of guidance to improve their instruction and it is the need of the hour that external supervisor play their role effectively.

Head Teachers of Private Schools

Researchers interviewed five head teachers from different well reputed schools. The duration of each interview was forty minute. The concept of internal supervision was prevailing in private schools and if they have branches other than main branch the concept of external supervision could be seen. There was two tier system of supervision in well reputed private schools which have lot of branches all over the Pakistan. For the very purpose of internal supervision, one fulltime faculty member was present in the school, known with different titles like ‘academic coordinator’ or ‘learning coordinator’ etc. The responsibility of the internal supervisor (academic coordinator) is to assist the teacher in making more worthwhile and attractive presentations. He/she is responsible for the provision of relevant material to students.

One head teacher describes the supervisory structure of the school as follows;

“Basically, each branch is supervised by the branch coordinator, while instructional improvement is the responsibility of the academic coordinator. at the top level of

the school there is chief executive officer (CEO) then principal, and after principal senior academic and discipline coordinator to whom branch coordinator assist. Each branch coordinator had three coordinators, academic, administrative, and research coordinators. Academic coordinators provide teachers learning materials, models, model lectures and charts. They demonstrate model lessons before the teachers and then answer the questions asked by the teachers at the end of session. The academic coordinator have special expertise regarding instruction either diploma or certificate course etc.

The responsibilities of learning coordinators as told by head teachers can be summarized as follows;

- Assessment and evaluation of the teachers and students.
- Monitoring the syllabus and work plans.
- Rechecking of student's notebooks and papers.
- Instructional supervision of the teachers
- Maintenance of academic records.
- Training of new teachers.

Head teachers showed their confidence upon academic coordinators so they were not as much involved in the supervisory practices for instructional improvement. External supervision was not the tradition of private schools. Branch coordinator visits a school once or twice in the year. The purpose of their visit was to observe, collaborate and sometimes to evaluate the different activities going on in the school at specific time. The conduction of training session, seminars and workshops is the most common feature of most reputed private schools. The internal supervisor (learning coordinator) emphasis on paper work and gave different assignments to teachers regarding the preparation of activities relevant to course material which helped them to improve their teaching skills.

Teachers of Private School

Researcher interviewed five teachers from different private schools. The supervisory practice in private schools seemed somewhat worthwhile but there again the situation was same like the public school where internal supervision was effective. As one teacher from private school told that in their school there was one

coordinator known as learning coordinator (LC), the responsibility of LC is to coordinate with teachers particularly in instructional matters”. Another teacher told the same fact in following words;

“Internal supervision is effective because academic coordinator (AC) is always available to give advice, moreover the internal supervisor (AC) is aware about the problems of that particular school and specific teacher’s related problems”.

One teacher told the reason of the effectiveness of internal supervision in following words. She said,

“Internal supervisor have enough time to understand teachers, students and specific classroom situation and their problems, so on the basis of long term observation he can give better advice”.

All teachers agreed on the point that internal supervisory practices were useful for improving their instructional skill. They didn’t like the external supervisor because they considered them a threat. Moreover they showed their satisfaction regarding the guidance which they received from the internal supervisor. Two teachers told that they believed on the fact that private schools supervisors are providing more guidance which helped them to develop their professional skills in teaching.

Difference between the Supervisory Practices of Public and private Schools

The situation of the private and public schools regarding their concern for instructional improvement was very different. Following points would explain the fact:

Private schools had well trained internal supervisor who gave professional guidance, arrange workshops and provide relevant instructional material. Private schools were providing continuous guidance to their teachers for instructional improvement to uplift their standards.

While, in public schools, internal supervision was the responsibility of head teacher who had no training for this very task and considered it as an extra burden. They were not providing any guidance to

teachers. Public schools internal supervisors were not aware of the concept of supervisory practices for instructional improvement, if they were providing some guidance that was not sufficient for instructional improvement. Their emphasis was only on, selective matters like discipline and teachers punctuality etc. Another obvious difference in this regard was that government relies on the external supervisor for instructional improvement in public schools so it had made a huge infrastructure for this purpose but external supervisors were not performing their duties. No of visits were very insufficient. At the time of inspections they were not giving any guidance to teachers. While, in private schools external supervision was not being considered as important. External supervisory practices in private schools include the conduction of seminars, workshops, work sessions and evaluation etc.

Conclusions

This paper documented the discussion on supervisory practices based on interviews with ten supervisors and ten teachers from different private and public schools. The gist of the discussion was that in public and private schools the nature and intensity of supervisory practices was very different. Private schools were showing more concern for instructional improvement, whereas public schools' head teachers were not showing their concern towards instructional improvement. Moreover, external supervisors were not performing their duties properly. The major reason behind the declining standards of public schools was lack of facilities and lack of proper guidance regarding the instructional improvement.

Suggestions for instructional supervision

Following were the suggestions given by teachers and head teachers for the improvement of supervisory practices of instructional improvement.

1. Redefining the process of supervision was the need of hour.
2. To enhance the frequency of inspections and follow-up work strategies must be made.
3. Participation of supervisors in training sessions should be encouraged.

4. Dissemination of educational literature should be made more feasible.
5. Curriculum of professional training should be revised.
6. Selection of the head masters should be based on aptitude test.
7. In-service teacher training should be compulsory and it should also be functional.

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Effects of Student-Centered Approach on the Abilities of Students in Private Secondary Schools in Pakistan

Kaka Jan *

Abstract

The purpose of this causal comparative study was to investigate the perceptions of professionally trained versus untrained private secondary school teachers regarding the effects of student-centered approach on the abilities of their students. A cross-sectional research design was employed to conduct the study and a sample of 105 professionally trained and untrained private secondary school teachers were selected through convenience sampling technique and questionnaire was used as data gathering tool to collect the data. The nominal data were tabulated and tested statistically using Chi-square test to draw results about the null hypotheses. All the hypotheses were supported at $P = 0.05$ with $df = 1$. On the basis of this result, it is concluded that private secondary school teachers have the perceptions that student-centered approach contributes towards the enhancement of the students' abilities in various domains.

Key words: Student-centered, professionally trained teachers, untrained teachers, teacher-centered, approach.

Introduction

The role of school has changed from a passive transmitter of culture to an active leading agency of social reforms. Teaching has become more complex in today's dynamic society and demands more innovative practices from the teachers to carry out it in its real sense than it was ever thought (Harreaves, Goodson, as cited in Lingard, Hayes, Mill & Christie, 2003; Knight, 1998). Many global issues

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such as building relationship among the communities and maintaining global peace have drastically added new dimensions to the education regarding the social development of students and enhancing their critical thinking skills to enable them to understand the world they live in a better way (Lingard et al.). The school in such situations needs to maximize academic and social learning of the young people by creating and sustaining the learning environment.

Dewey, a well-known progressive educational philosopher of the twentieth century was a proponent of democracy in education and emphasized the teachers to give freedom to the students to learn on their own rather than imposing their own learning on them. For this purpose he suggested the teachers to provide the students with such learning environment where they can interact with each other and learn through social interactions (Chomsky, 2004). Dewey portrayed the classroom as a mirror of society and a laboratory for real life where the students develop their skills to solve their problems in practical situations. The teacher's responsibility is to facilitate the students' learning based on democratic principles and enable them to make decisions for their own learning in the class (Arends, 2004). The essence of pragmatic philosophy of education is to find ways to draw out the potential of the individuals. This idea is consistent with the psychodynamic view of Freud, who stressed on the importance of students' freedom to express themselves in the working situations to release their impulsive energy in creative ways (Arends, 2004; Knight, 1998).

Rippa (1992) reports that Dewey was detested with the kind of students' learning in which the teacher occupies the classroom and transfers information from the textbooks to the students. This type of classroom practice alienates the students from learning and acquaints them with the information, which is not sufficient to solve their problems in their practical lives. He simply replaces this narrow approach to education with a progressive thought and advocates that learning is a self-motivated, enjoyable and student-centered activity (Rippa, 1992). The student-centered approach to learning develops students' abilities to cope with the challenges inside as well as outside of the school and stimulates students to think critically and

reflectively (Sachs, 2003; Oser, as cited in Eggen & Kauchack, 1999; Rogers, as cited in Zimring, 1997).

Since the early 20th century, the trend of teaching all over the world has shifted drastically from providing information to students to develop their higher-order thinking abilities and problem-solving skills (Arends, 2004). Using these abilities and skills, students can solve their own problems and become self-directed learners.

Unfortunately the education system in Pakistan still rotates around transmission paradigm of teaching learning in which the students depend on the teachers to provide the information from the textbooks. The students copy down what the teacher writes on the blackboard in the classroom without any critique and they produce the same in the examination verbatim (Rehmani, 2005). This traditional practice curtails the problem-solving ability and creativity among the students.

Teaching-learning in the context

Currently, the major concern of teachers and teacher educators is the decline of students' learning over time in which the students memorize the given information rather than creating meaning out of a situation on their own. The educational organizations globally have set higher-order educational goals focusing on developing independent learners and these goals can be achieved through the active involvement of the students in their own learning (Eggen & Kauchak, 1999). The teacher-centered approach to teaching has failed to achieve such educational goals.

Education system in Pakistan does not provide education to the students according to the demands of the dynamic society and the teachers in Pakistani schools still use teacher-centered or subject-centered approach of teaching rather than using student-centered approach. This out-dated model of teaching hampers students' creativity and their ability of expression. They are considered as blank slates or sponge whose sole responsibility is to absorb what the teacher delivers in the classroom (Siddiqui, 2007; Thomas, 2006). Most of the teachers in Pakistan admit the positive impact of student-centered approach on the holistic development of the students but

they are not motivated to implement it in their classes (Thomas, 2006). Consequently, the quality of education in Pakistan is not encouraging. Hoodbhoy (1998) reflects the educational scenario in Pakistan and comments that:

Our [sic] education system produced the best breed of parrots in the world. These amazing creatures are able to reproduce staggering amount of information from their memory books. In an international competition, these *hafiz-e-science* [italic added] produced by Pakistani school would surely walk away with all prizes (p.8).

This statement mirrors the educational philosophy of Pakistan, which is disappointing. The process of schooling mostly starts from class one where the innocent minds are forced to learn the facts and figures through cramming. This 'academic-minus-intellectual model' (Siddiqui, 2007, p.117) prepares the students for examination rather than developing their problem-solving skills (Bregman & Mohammad, 1998). Many children in schools memorize irrelevant facts, which their counterparts in other countries can simply look up in an encyclopedia or on a computer CD-ROM. The quantum of skills learned by a child is so small that after completing the fifth grade, they cannot meet the international standards of being literate (Hoodbhoy, 1998).

The researcher had a chance to work with both professionally trained and untrained teachers in different schools in Pakistan. Observations and discussions with these teachers revealed that both the trained and untrained teachers were familiar with the student-centered approach to teaching-learning process but they did not implement it in their classroom teaching. To them this teaching approach gives much freedom to the students and they opined that it does not contribute towards the learning of the students. The researcher learned from these discussions that the teachers had limited their views of learning only to memorization of information and were not willing to see it as a process that develops independent learners. To them developing critical and independent learning skills is waste of time. The best teacher to them is the one who shows the best academic results. As a result, the children in these schools are reasonably competent in rote learning of facts and figures (Hoodbhoy, 1998; Siddiqui, 2007).

The researcher investigated the perceptions of professionally trained versus untrained teachers regarding the effects of students-centered approach on the abilities of their students to coin some contextualize and indigenous research driven recommendations for the teachers and teacher educators to place student-centered approach in their schools. Thus the classroom will become a real learning place for the holistic development of the students, which will lead the schools to produce the problem-solvers and critical thinkers rather than the rote learners.

Dimensions of student-centered approach

Student-centered approach is a pedagogical framework that positions students at the heart of teaching learning process as an active constructor of knowledge rather than passive recipient of information given in the textbooks. This approach defines teacher's role as facilitator to create conducive learning environment for the students where they engage themselves in creating their own knowledge (Mahendra, Bayles, Tomoedo & Kim, 2005). In the student-centered approach inquiry learning, discussion, cooperative learning, experiential learning and individual learning strategies can be used. All these learning strategies contribute towards the development of students' abilities in various domains (Eggen & Kauchak, 1999; Langman et al., 1995).

The inquiry strategy improves students' ability to do an in-depth investigation of a topic and enable them to take responsibilities for their own learning. In this way students can develop their independent learning skills, analytical skills, question generating skills and problem solving skills which they use to solve their day to day problems as well as they construct their own knowledge (Arends, 2004; Eggen & Kauchak, 1999; Langman et al., 1995; Morris, 2004; Prasad, 1999; Woolfolk, 2007).

In classroom discussions students are engaged in verbal exchange and expression of thoughts on a particular topic which help to develop the students' skills of analytical thinking, interpretation of situations and decision making (Arends, 2004; Woolfolk, 2007). The students think critically and reflect on an issue under discussion, which stimulates their ability to pose questions and analyze the information to draw the solid conclusions (Rao, 2003).

Cooperative learning strategy is the arrangement of the students in such a way that they work with each other cooperatively for achieving the learning goals set by the teachers (Arends, 2004; Langman et al., 1995). Cooperative learning aims at achieving two interrelated goals and the first goal is to improve students' performance on the academic tasks. Both the low and higher achievers benefit out of it (Arends, 2004). The second goal of cooperative learning is to develop the attitudes of the students to tolerate and accept differing ideas in the groups and appreciate each other's talents and skills used for the accomplishment of the task. In this way they can develop their interpersonal skills, which is very critical for someone to relate himself/herself to the social system in his/her daily life (Arends, 2004).

Individual study is an independent learning strategy in which students study a problem individually and develop the independent learning skills, time management skills as well as it builds students' confidence of working independently (Good & Brophy, as cited in Langman et al., 1995; Scott, Buchanan & Haigh, 1997).

Similarly in experiential learning, the students learn from their experiences and subsequently from the reflection on their experiences (Arends, 2004; Langman et al., 1995). These experiences and reflections help students to develop their reflective and *metacognitive* skills (Santos, 2005).

Research methodology

To conduct this research study, a questionnaire on the nature of Likert scale was designed to collect the data that was best suited to gather the perceptions of the research participants (Burns, 2000). This was a five-point attitudinal scale in which the participants indicated their degree of agreement against each statement using strongly agree (SA), agree (A), no opinion (NO), disagree (DA) and strongly disagree (SD). The teachers' responses were later on converted into numerical scale to test statistically.

The questionnaire had two parts. The part 'A' comprised of a form related to the biographical profile of the participants whereas part 'B' of the questionnaire was based on the statements related to each null hypothesis used in the research study. There were seven statements

regarding each hypothesis, which were taken from different research studies. Through this part of questionnaire, the perceptions of the teachers were investigated.

Using convenience-sampling technique (Gay & Airasian, 2003), seven private secondary schools in Karachi and five in Northern Areas were selected. These schools were run by different community organizations. The researcher developed a list of the schools on the basis of his experience as a teacher in some of the schools in Karachi and in the Northern Areas where he had observed that student-centered approach was used in some of these schools for teaching-learning interplay. On the basis of this observation, the researcher generalized that student-centered approach would be used in other schools run under the same administration. The teachers with professional qualifications such as Bachelor in Education (B.Ed) and Master in Education (M.Ed) were considered as professionally trained teachers and the teachers without such professional qualifications were considered as untrained teachers in this research study.

The questionnaire was distributed among the professionally trained and untrained teachers in these schools who taught English, Mathematics, Science subjects and Pakistan studies at the secondary levels. In Karachi, these schools were approached with a letter requesting for the principals' permission to distribute the questionnaire in the schools. The consent letter was attached with each questionnaire, which stated the purpose of conducting the research study in the school. The research participants read it and signed to show their consent to participate in the study.

Questionnaires were also administered in five schools in the Northern Areas of Pakistan after taking permission from the principals through telephonic contact with them. The questionnaires were then sent to the principals via courier who returned them after completing with the teachers.

Results of the questionnaire

The responses of the participants allowed categorizing the nominal data into high level of agreement and low level of agreement, which

resulted in using Yates Correction formula to analyze and interpret the data. The degree of freedom (df) in each case was 1. The level of agreement above 50% was categorized into high level and below 50% was categorized in low level of agreement. The Chi-square (χ^2) value was interpreted using Chi-square tables at P = 0.05 level of significance (Burns, 2000; Brown, 2004).

The perceptions of teachers regarding the hypothesis one was tested and analyzed as:

Table-1: Teachers' perceptions regarding the effects of inquiry as a strategy

Categories	High level of agreement (23-38)	Low level of agreement (7-22)	Total
Trained teachers	46 87%	7 13%	53 100%
Untrained Teachers	43 83%	9 17%	52 100%
Grand total	89 85%	16 15%	105 100%

The calculated χ^2 value for this hypothesis was 0.101 which is not greater than the critical value of 3.841 at P = 0.05 level of significance (Gay & Airasian, 2003) with df = 1. (See appendix A for the procedure of χ^2 calculations) Therefore the null hypothesis *there is no significant difference in the perceptions of professionally trained and untrained teachers regarding the effects of inquiry as a strategy to enhance the abilities of their students* was not rejected but accepted. In this hypothesis 85% of trained and untrained teachers showed a high level of agreement to each statement of hypothesis and no significant difference exists between the perceptions towards the hypothesis.

The perceptions of teachers regarding the hypothesis two was tested and analyzed as:

Table-2: Teachers' perceptions regarding the effects of discussion as strategy

Categories	High level of agreement (23-38)	Low level of agreement (7-22)	Total
Trained teachers	50 94%	03 6%	53 100%
Untrained Teachers	47 90%	5 10%	52 100%
Grand total	97 92%	08 8%	105 100%

The calculated χ^2 value for this hypothesis was 0.157 which is not greater than the critical value of 3.841 at P = 0.05 level of significance with df = 1. Therefore the null hypothesis *there is no significant difference in the perceptions of professionally trained and untrained teachers regarding the effects of discussion as a strategy to enhance the abilities of their students* was not rejected but accepted. It was because 92% of both the trained and untrained teachers have shown high level of agreement to the hypothesis and no significant difference is existed in the perceptions. The perceptions of teachers regarding the hypothesis three was tested and analyzed as:

Table-3: Teachers' perceptions regarding the effects of cooperative learning as a strategy

Categories	High level of agreement (23-38)	Low level of agreement (7-22)	Total
Trained teachers	51 96%	02 4%	53 100%
Untrained Teachers	46 89%	06 12%	52 100%
Grand total	97 92%	08 8%	105 100%

The calculated χ^2 value for this hypothesis was 1.282 which did not exceed the critical value of 3.841 at P = 0.05 level of significance with df = 1. Therefore the null hypothesis *there is no significant difference in the perceptions of professionally trained and untrained*

teachers regarding the effects of cooperative learning as a strategy to enhance the abilities of their students was not rejected but accepted. It was because 92% of both the trained and untrained teachers have shown high level of agreement to the hypothesis. The perceptions of teachers regarding the hypothesis four was tested and analyzed as:

Table-4: Teachers' perceptions regarding the effects of individual study as a strategy

Categories	High level of agreement (23-38)	Low level of agreement (7-22)	Total
Trained teachers	44 83%	09 17%	53 100%
Untrained Teachers	41 79%	11 21%	52 100%
Grand total	85 81%	20 19%	105 100%

The calculated χ^2 value for this hypothesis was 0.086 which is smaller than the critical value of 3.841 at P = 0.05 level of significance with df = 1. Therefore the null hypothesis *there is no significant difference in the perceptions of professionally trained and untrained teachers regarding the effects of individual study as a strategy to enhance the abilities of their students* was not rejected but accepted. It was because 81% of both the trained and untrained teachers have shown high level of agreement to the hypothesis. The perceptions of teachers regarding the hypothesis five was tested and analyzed as:

Table-5: Teachers' perceptions regarding the effects of experiential learning as a strategy

Categories	High level of agreement (23-38)	Low level of agreement (7-22)	Total
Trained teachers	51 96%	02 4%	53 100%
Untrained Teachers	47 90%	5 10%	52 100%
Grand total	98 93%	07 7%	105 100%

The calculated χ^2 value for this hypothesis was 0.648 which is not greater than the critical value of 3.841 at P = 0.05 level of significance with df = 1. Therefore the null hypothesis *there is no significant difference in the perceptions of professionally trained and untrained teachers regarding the effects of experiential learning as a strategy to enhance the abilities of their students* was not rejected but accepted. It was because 93% of both the trained and untrained teachers have shown high level of agreement to the hypothesis.

Discussion

The analysis of data for each hypothesis has shown that there is no significant difference in the perceptions of professionally trained versus untrained teachers regarding the effects of inquiry learning, classroom discussions, cooperative learning, individual studies and experiential learning strategies on the development of students' abilities in various domains such as critical thinking, reflective thinking, analytical thinking as well as developing the independent learning and problem-solving skills in the students of secondary schools.

The null hypotheses in each case was supported in this study may be due to 'type II error'-a testing error occurs when the null hypothesis is supported due to some chance factors but in reality it should not have been supported (Fraenkle & Wallen, 2006). In this study all the hypotheses were supported because the sample size was very small. In this study 105 participants took part, which was actually a very small sample size. The biographical profile of the participants revealed that 47% of the trained teachers were involved in the classroom teaching whereas 53% of the trained teachers were involved in management in their schools. Similarly 88% of the untrained teachers were classroom teachers. It is crystal clear that a small portion of the sample is the representative sample who teaches in the classroom and it was very difficult to get the real picture related to the effects of different student-centered strategies towards the abilities of students.

The overwhelming majority of teachers indicated in their biographic profile that they taught in the overcrowded classes. In the true sense these student-centered strategies such as inquiry learning, classroom

discussions, cooperative learning, individual studies and experiential learning strategies can best be suited where there is limited number of students. All these strategies need teacher's facilitation and in the classroom where there is larger number of students, the teachers cannot pay equal attention to every individual student. The responses of the teachers for each hypothesis indicate that they know about the importance of student-centered approach for the development of the students but they do not implement it in their schools due to overcrowded classrooms. The biographic profile also indicated that most of the schools organized short term training programs for both the trained and untrained teachers, which might have developed the conceptual understanding of the teachers related to the importance of progressive nature of teaching learning processes and the teachers might have displayed their understanding about student-centered approach from their general knowledge which they developed from these short courses. This is highly consistent with the idea of Siddiqui (2007) who reflects that due to short training programmes teachers may learn several jargons about teaching learning but they cannot implement them in the actual classroom setting.

Most of the teachers indicated that they have hardly one to two free periods a day and this confirms that they did not use any of student-centered strategy as these strategies need a lot of plans to implement them in their actual sense. In this case the teachers did not have time to plan and implement this progressive approach to teaching learning processes.

Outcomes of the Study

Student-centered approach is not employed in the private secondary schools and teacher-centered approach is still a dominant approach in these schools.

In private secondary schools, the majority of the trained teachers are involved in the school management whereas the majority of untrained teachers are involved in classroom teaching.

Both the professionally trained and untrained teachers understand the concept of student-centered approach but overcrowded classrooms is the factor that inhibits the teachers from using this approach.

The student-centered approach develops inquiry skills, higher-order thinking skills, interpersonal skills, research skills and reflective skills of students, if implemented in the school.

Conclusion

The empirical evidence in the research study unveiled the reality that both the professionally trained and untrained teachers perceive that student-centered approach contributes towards the enhancement of students' abilities in the secondary school setting. Through this approach higher-order thinking skills among the students can be fostered which the students would employ to solve their day-to-day problems within school as well as in their daily life. However, the descriptive statistics related to the biographic profile of the teachers revealed that they do not use this approach to teaching learning interplay in their schools due to their teaching in overcrowded classroom and their heavy workload which do not allow them to use this approach.

Teachers' pedagogical skills related to the implementation of this progressive approach can be fostered through school-based teacher education programmes such as professional development sessions, mentoring and conferences at the school level which will develop the teacher's confidence to make classroom a real learning place for the students through employing innovative approaches to teaching learning. The school principals can ensure the effective use of this innovative approach to teaching learning through intensifying the follow-up mechanism.

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Appendix A

Procedure for χ^2 calculations, which was used for testing all the null hypotheses

Categories	(a) High level of Agreement (23 to 38)	(b) Low level of Agreement (7 to 22)	Total
Trained teachers	46 87%	7 13%	53 100%
Untrained teachers	43 83%	9 17%	52 100%
Grand total	89 85%	16 15%	105 100%

Professionally trained teachers:

Expected values for cell (a) = $\frac{\text{Row total} \times \text{Column Total}}{\text{Grand Total}}$

$$\frac{53 \times 89}{105}$$

44.92

$$\text{Expected values for cell (b)} = \frac{\text{Row total} \times \text{Column Total}}{\text{Grand Total}}$$

$$\frac{53 \times 16}{105}$$

8.08

Untrained Teachers:

$$\text{Expected values for cell (a)} = \frac{\text{Row total} \times \text{Column Total}}{\text{Grand Total}}$$

$$\frac{52 \times 89}{105}$$

44.08

$$\text{Expected values for cell (b)} = \frac{\text{Row total} \times \text{Column Total}}{\text{Grand Total}}$$

$$\frac{52 \times 16}{105}$$

7.92

Categories	High level of agreement	Low level of agreement
Trained Teachers	O	O
	E	E
	46	7
	44.92	8.08
	(O-E)	(O-E)
	$[O-E-0.5]^2$	$[O-E-0.5]^2$
	(46-44.92) $[1.08-0.5]^2$	(7-8.08) $[-1.08-0.5]^2$
(0.58) ²	(0.58) ²	
0.34	0.34	
Untrained	O	O

Teachers	E	E
	43	9
	44.08	7.92
	(O-E)	(O-E)
	[O-E-0.5] ²	[O-E-0.5] ²
	(43-44.08)	(9-7.92)
	[-1.08-0.5] ²	[1.08-0.5] ²
	(0.58) ²	(0.58) ²
	0.34	0.34

df= 1, Yates Correction is applied to calculate χ^2 value (Burns, 2000 ; Brown, 2004).

$$\begin{aligned} \text{Chi-square } (\chi^2) &= \sum \frac{(O-E-0.5)^2}{E} \\ &= \frac{0.34}{44.92} + \frac{0.34}{8.08} + \frac{0.34}{44.08} + \frac{0.34}{7.92} \end{aligned}$$

$$\begin{aligned} \text{Adding } \chi^2 \text{ values} &= 0.008+0.042+0.008+0.043 \\ &= \mathbf{0.101} \end{aligned}$$

Evaluation of writing competencies of primary level children in Punjab

Miss Sabiha Hameed Rahmani*

Abstract

The question of quality is now given importance due to a more competitive world we living in. The National Education Policy (2009) suggests a number of strategies for improving quality of primary education. The issue is mostly addressed due to the notion of quantitative expansion focusing more on physical facilities like building, furniture and equipment. The physical facilities are though important but the quality of the knowledge and the way it is transmitted to the learner largely play crucial role in improving quality. The present study focuses more on the evaluation of the competences based on the internationally acknowledged set of skills elaborated under cognitive domain of educational objectives. The main objective was to evaluate the reading competency of the children of class III, IV and V grades in public schools of selected four districts in Punjab. From each district 8 urban and 8 rural schools were selected dividing further equally into male and female making a total of 64 schools from Bahawalpur, Rahim Yar Khan, Rajanpur and Muzaffar Garh districts. The analysis showed various level of achievement in different districts and the writing skill is found generally poorer than reading skill. Based on the findings some recommendations are made to help prepare guidelines for designing educational objectives, contents selection, teaching methodology and refined procedure of evaluation.

Keywords: Competency, Writing Skill, Primary Education, Dropout, Mastery Level, Formal Education

Introduction

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Schooling in Pakistan takes place under conditions that are very different from those in developed countries. At primary level students in developed countries are likely to go to school in modern well-equipped buildings and have a curriculum that is well thought out in terms of scope and sequence. On average they have 900 hours a year of learning time, \$52 a year of non-capital material inputs, and a teacher with sixteen years of formal education. Moreover, these students share a teacher with less than twenty other children, most or all of who have Non Mastery Level of the competency, health and nutritional status. In Pakistan by comparison, students are likely to go to a shelter less school or have class in a poorly constructed and less equipped building, and their textbook is likely to be poorly designed. On average they have only 600 hours a year of learning time, \$1.70 a year of non-capital material inputs, and a teacher with ten years of formal education. Typically, the students will share a resource-Non Mastery Level of competency learning environment with more than fifty other children, many of who are undernourished (Butt, 2000).

One of the consequences of these differences is that the job of education is significantly more difficult in Pakistan. Yet private schools in developing conditions are conducive to learning. They seem able to provide;

- (a) Curriculum that is appropriate in terms of scope and sequence,
- (b) Adequate instructional materials,
- (c) Adequate learning time, and
- (d) Effective teaching practices.

It is interesting to note that in primary schools, the official curriculum is remarkably similar worldwide. A recent study (Shami, P.A., & Hussain, K.S. (2005) on curriculum emphasized in 130 countries, including 94 low and middle income countries, found that primary curricula not only contained the same subjects, but gave them the same relative importance. This similarity of Curricula was found across countries, without regard to level of economic or educational development. Moreover, the relative emphasis of the primary curriculum has been consistent across countries since the

early 1960s. In primary schools, over 50 percent of available time is used for acquisition of language skills (reading & writing) and mathematics, science, social studies and aesthetics are given equal weight, about half that of mathematics and one-fourth that of language; other areas receive less attention. This reflects the commonly agreed upon objectives of primary education: imparting both basic and higher-order reading-writing and numeracy skills.

Textbooks are considered key ingredient in learning. They provide information organized in terms of scope and sequence, and provide students with opportunities to use what they have learned. Learning materials that are known to enhance students' achievement are textbooks, teacher guides, and other software. Because textbooks typically deliver the curriculum, they are regarded as the single most important instructional material. Sufficient and suitable availability of textbooks can ensure that instructional time is not wasted as teachers and students copy text on and off black boards. Over the past decade, researchers have documented consistently positive effect of an appropriate textbook and other instructional material on student.

Along with textbook, the role of teacher has since long been recognized as central to the delivery as well as to the quality of education. It usually has been assumed that the academic and professional training of teachers has a direct and positive bearing on the quality of teaching performance and consequently on the achievement of students. Most educationists are of the view that both subject knowledge and pedagogical skills determine effective teaching. Many similar researches (Clark, 2005, Government of Pakistan, 2002, Hsieh, Chang-Tai and Miguel Urquiola, 2002) concluded that quality of education at primary level is based on the following three aspects of education:

- a) The primary objective of primary education is making children competent in reading, writing and numeracy.
- b) The textbook plays key role in making child literate.
- c) Teacher is recognized as the main instrument for transmitting knowledge from textbook to the learner.

It appears from the documents (UNESCO, 2000; Government of Pakistan, 2002; Mirza, and Iqbal 2003; Shami and Hussain, 2004) issued by the government and independent researchers that the quality is ignored at the cost of quantity of primary education. Experts agree that quality of primary education largely depends on reading-writing competencies, textbooks and the quality of teacher training. It seems necessary to address all the quality components together. However, the present research focuses on the Reading and Writing competencies of primary school children and their relation with the teacher competencies.

The role of primary education is not only to provide mastery of 3Rs but it contributes in reducing poverty and income inequality and to overall economic growth. A large body of reasons points to the catalytic role of primary education. It develops in people capabilities to make labour choice, seek a voice in society and enjoy a better life. It also promotes achievements in poverty reductions, gender equity, and child health, maternal health, lowering HIV/AIDS and other communicable diseases and environmental sustainability. The question arises that how far the curriculum and the textbooks prepared for primary education cover the wide spectrum of primary education objectives mentioned above. It is likely to be a serious concern of educationists in the years to come.

Objectives of the Study

The objectives of this study were:

- To evaluate ability to read and write of the children of class III, IV and V.
- To explore the cognitive level of competencies through reading and writing competencies.
- To recommend appropriate strategies for improving the quality of primary education.

Research Methodology

The present research was descriptive in nature as it involved the collection of data for finding out the reading, writing and arithmetic competencies of primary level children. Tests were designed as a tool of data collection due to their several advantages and ease of administration.

Population

The population of the study was the students of class III, IV and V of all the available government schools of rural and urban areas of Bahawalpur, Muzaffargarh, Rahim Yar Khan and Rajanpur Districts. Initially it was decided to test class four on the basis of class three Urdu books and similarly class five and six for the level of class four and five due to administering the tests in the beginning of the next class. After summer vacations the research team started collecting data in October when almost half the session was completed. Therefore, data were collected directly from class III, IV and V.

Sample

The sample was selected in the form of schools. Fourteen to twenty schools from each district were selected to achieve the target of 900 children. The study was conducted on total number of students present in each class. All the children of class III, IV and V were tested.

Table-1: Sample of the study

Districts	No. of Schools	Urban	Rural	Girls	Boys	Total Respondents
Muzafargarh	14	9	5	5	9	900
Rajanpur	17	9	8	8	9	900
Bahawalpur	20	10	10	11	9	900
Rahim Yar Khan	19	7	12	11	8	900
Total	70	35	35	35	35	3600

The sample of the study consisted of 3600 students, 900 students from each district i.e. 300 students of each class. The sample was equally divided further into male and female and urban rural students. For sampling, cluster sampling technique was used.

Data collection

The data for the study were collected through the tests constructed by the experts keeping in view the objectiveness of the study and competences to be measured. The educational experts of Islamia University Bahawalpur according to the standard of primary level

classes designed the tests. The survey was conducted personally by visiting the schools and the respondents. The tests were administered in the presence of class teachers. The students were provided instructions in Urdu to do the test.

Data Analysis

The data collected through the tests were analyzed in terms of percentage for each district and each class. The competencies of the five aspects of cognitive domain were also calculated in terms of average percentage. To assess the competency level of all three classes, test items were divided into five sub-domains set out in the main domain of Bloom's Taxonomy. Competency levels of the students in sub-domain (Knowledge, comprehension, application, analysis and syntheses) were classified into three categories defined as follows:

Students obtaining 80% or more were declared achieving mastery level of the competencies, obtaining 60% to 79% near mastery level and below 60% non mastery level. The other technique used for analysis was average percentage. The above 60% was considered mastery level, between 50-60 as near mastery level, 40-50 below mastery level and below 40 as poor mastery level. The analyses are presented in the form of graphs into two sections. First set of analysis explains the cognitive skills (Knowledge, comprehension, application, analysis and synthesis) competencies acquired by the students. The second set of analysis based on the achievement score of the students.

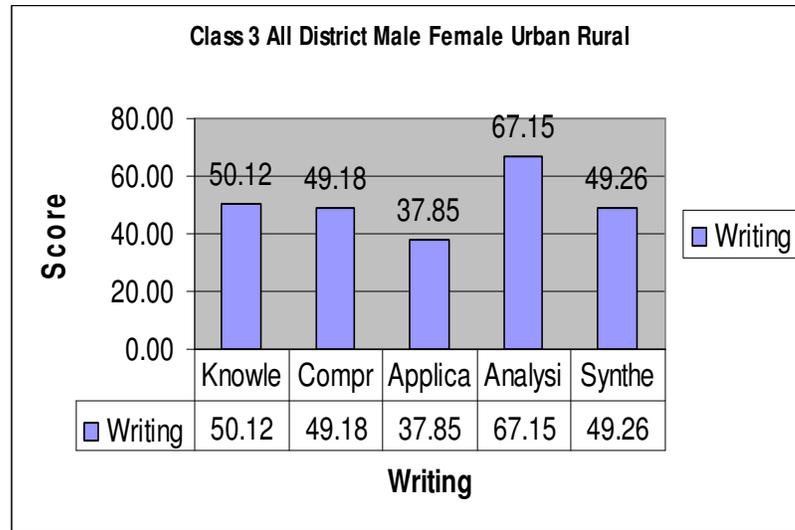


Figure-1: Achievement In Writing Skill of Class-3 Students

Fig -1 Indicates that all students of all sampled district of class III learned writing competency in cognitive domains as knowledge 49% comprehension 54% application 43% analysis 63% and synthesis 47% analysis is found very good and comprehension is good where as learning in other sub domain leaning is found satisfactory.

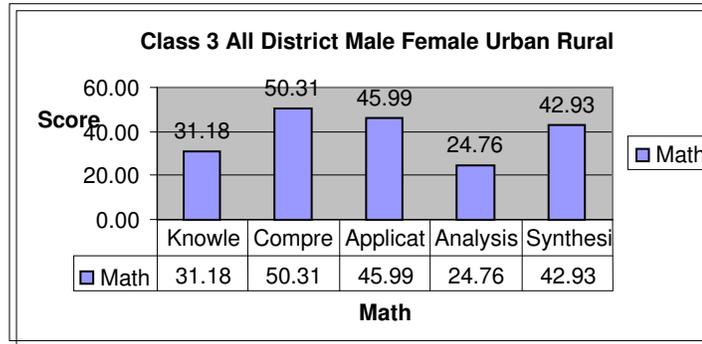


Figure-2: Achievement of Class-3 Students in Numeric Skill

Figure-2 reflects that all students of all sampled districts (male and female) learned math’s competency in cognitive domain as knowledge 31%, comprehension 50%, application 46%, analysis 25% and synthesis 43%. Learning of math with respect to knowledge and analysis is very poor. Application and synthesis is satisfactory and comprehension is found good.

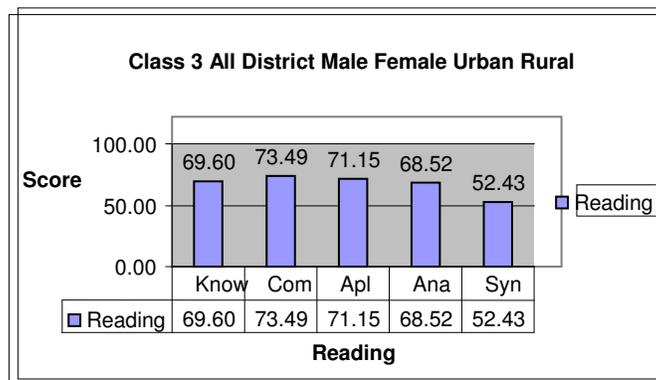


Figure-3: Achievement of Class-3 Students in Reading Skill

Figure-3 explains that all students (male and female) learned reading competency with respect to cognitive domain as word recognition 70%, sentence formation 73%, poetry reading 71%,

prose reading 69% and news paper reading 62%. Sentence formation, poetry reading, word recognition and prose reading are found very good whereas news proper reading is found good.

Findings of the Study

Findings based on total average (Class three)

- The overall comparison of urban males' performance in all the four districts indicated that children of the class three performed better in reading as compared to writing and Math. However, their math skills were at lowest levels. In all the districts, the urban male students were found at mastery level in reading but near mastery level in both writing and Math.
- The overall comparison of rural males' learning achievement in four sample districts leads to conclusion that children of Bahawalpur performed better in Math as compared to other three districts' students. Their reading ability was higher than writing and Math skills. The children of Rahim Yar Khan and Rajabn Pur touched mastery level in reading. The level of mastery was also attained by the students of Rajan Pur in writing.
- The comparison of class three urban females of four districts showed that overall performance of Rahim Yar Khan District students was better than the students of other three districts. Several patterns emerging from the data suggest that urban females of all the districts achieved higher competency level in reading. Math skills of the children of all districts except Rahim Yar Khan where children touched near mastery level, were very poor. As regards writing skills, urban females were found at mastery level in Rahim Yar Khan, near mastery level in Bahawalpur and Rajan Pur and poor in Muzafar Garh.
- The overall performance comparison of rural females of the four sample districts concluded that Bahawalpur children's performance was better in 3Rs as they touched mastery level in all the three skills. In other districts, students performed

relatively better in reading. Math skills of rural females of Muzafar Garh and Rajan Pur were very poor while Rahim Yar Khan Students were found at near mastery level. As regards writing, students were found at mastery level in Rahim yar khan, near mastery level in Rajan Pur and very poor in Muzafar Garh.

All districts urban-rural male

- The comparison of urban-rural males studying in class three of four districts indicated slightly better performance of urban males in all skills. When compared with rural males, it was observed that both the groups attained mastery in reading and near mastery in writing. However, in Math urban children were found at near mastery level while rural students' level of competency was found poor.

All districts urban-rural female

- The comparison of urban rural females' achievement showed that rural children performed better as compared to urban students. Both the groups were found at mastery level in reading, near mastery level in writing and poor in Math.

All districts rural male-female

- The performance comparison of rural-male female students highlighted less achievement of females when compared with males. Both the groups touched near mastery level in writing. In reading rural males' attained mastery but rural females were poor. Regarding Math, females were very poor as compared to males who achieved near mastery level.

All districts urban male-female

- The data revealed that like rural males urban males also achieved higher scores in all competencies. The writing ability of both the groups was found at near mastery level. Males attained mastery in reading as compared to poor performance of females. However, urban male students' achievement in math was found at near mastery level while females' children showed very poor Math skills.

Findings based on total average (Class four)

- The comparison of the performance of urban male of four sample districts leads to the conclusion that writing competency was for better than reading and math. The writing skills of Rahim Yar Khan urban male were found at mastery level. This ability of Muzafargarh urban male was poor. The reading ability of Rahim Yar Khan District urban male was relatively better and at near mastery level. Reading skills of other districts' children of class four was poor. The Math skill of all the respondents of four districts was found very poor. The learning of Rahim Yar Khan Children of class four in three competencies was higher than other districts.
- The overall comparison of four districts concludes that writing ability of all children was better than reading and Math except Muzarfar Garh where reading was better than writing. The competency in reading was very poor except Rahim Yar Khan where it was found poor. Learning of Math showed similar (very poor) trend except Bahawalpur where it was slightly better.
- The comparison of all districts concludes that none of the urban female touched mastery level in any of the skills. They were, to some extent, good in writing and reading. The performance of all urban female in math was alarmingly very poor.
- The comparison of data collected from four districts indicated that overall performance of rural females of Bahawalpur was higher than other districts. Math skills were very poor in all districts. The data indicates that the reading competencies were at poor level in Rahim Yar Khan and Rajan Pur, near masterly level in Bahawalpur and very poor in Muzafargarh. Only in Bahawalpur district, rural females of class four had attained mastery in writing skills.
- The comparison of urban and rural respondents' performance in four districts shows that urban females

performed relatively better only in district Bahawalpur. Rural females' competency in 3Rs surpassed the urban females. As compared to writing and reading, Math ability of both the groups was very poor. This trend was seen in all the four districts.

All districts Urban-Rural Male

- The comparison of urban-rural male of all sample districts indicates that rural children of class four were performing slightly better than urban children in Math. However, the competency level of both rural and urban male was very poor. The urban male was performing better in writing but both rural and urban children acquired writing skills at near mastery level. Reading of both groups was poor and Math very poor.

All districts Urban-Rural Female

- The comparison of urban rural female of all districts points out slightly lower trend of female performance. However, the difference was not significant. The writing ability of both groups was near mastery level, reading was poor and math was very poor.

All districts Rural Male-Female

- The comparison of rural male female reflects insignificant difference in terms of both sexes. Students of both sexes had achieved near mastery level in writing, learned poor reading skills and performed very poor in Math.

All districts Urban Male-Female

- The comparison of urban male female also shows insignificant difference. However, the learning achievement of male was better than female. Both had learnt writing at mastery level, reading poor and Math at very poor level.

Findings based on total average (Class five)

- The comparison of the performance of urban males of the four districts showed similar trend in all competencies. The writing ability of urban males was found at near mastery

level. Their competency in math was very poor. The reading skill of urban male children was at poor level except for BWP where it was very poor.

- The overall comparison of rural males in four districts leads to the conclusion that writing ability of students was near mastery level except Muzafargarh and Rajanpur where it was found poor. In all the four districts rural males' performed very poor in Math. Reading ability in all districts was found poor. In Bahawalpur it was very poor.
- The comparison of the data collected from all the four sample districts indicated that urban females of class five were very poor in Math. The students of Bahawalpur were far poor in reading. The students' scores in reading touched near mastery level except in Bahawalpur and Rahim Yar Khan. The writing ability of students of Muzafargarh was poor. However, in other three districts this ability was near mastery level.
- The performance comparison of rural female of all four districts pointed out that ability of Math was very poor in all the districts. The students of Rajan Pur and Muzafar Garh were poor in reading while in other two districts reading ability touched near mastery level. As regards writing, rural females of Bahawalpur and Rahim Yar Khan showed mastery. However, rural female students of the two other districts performed poor in writing.
- The comparison of urban rural males' performance in all the districts indicated that both the groups were very poor in Math. As regards writing, rural children of Bahawalpur were slightly better but in other three districts urban children performed better. On the contrary, performance of urban respondents in Bahawalpur was better in reading while better reading skills were shown by rural children of other three districts.

- The comparison of rural urban females' performance in all the districts showed that urban children performed better in Muzafar Garh and Rajan Pur whereas rural children performance was better in other two districts. Regarding Math skills, the similar pattern was observed in all the districts that both the groups performed very poor. In writing students of Bahawalpur and Rahim Yar Khan touched mastery level while urban students of the two districts showed near mastery level. The comparison of reading skills indicated no significant difference.

All districts Urban-rural male

- Urban children of class five performed slightly better in all competencies. The writing ability and Math competency of both rural and urban groups were at near mastery level and very poor level respectively. However, in reading urban children touched near mastery level while rural students showed poor performance.

All districts Urban-rural female

- The data indicated that rural female students were slightly better in three skills when compared to their urban female counterparts. Both the groups were found at near mastery in writing, poor in reading and very poor in Math.

All districts rural male-female

- The comparison of rural male-female performance pointed out that rural male achievement was slightly higher than female children. However, both the groups were at the same performance level in all competencies. They showed near mastery in writing poor learning in reading and very poor skills in Math.

All districts urban male-female

- The performance comparison of urban male-female children revealed that females achieved little less than male students. Both male and female children of class five were at near mastery level in writing and very poor in Math. However, in

reading males obtained near mastery level whereas females were poor in this area.

During the field work it was observed that opportunities available for primary education are considered to be very much limited for rural females. Where such opportunities are available they are either inadequate or inappropriate. The researchers were told that the quality of teaching was Non Mastery Level of competency in most instances, due to non availability of teachers in adequate numbers and with necessary professional competencies and the absence of an efficient system of supervision and monitoring of the working in schools. This has given rise to a situation of low school enrolment, high incidence of dropping out from schools and low achievement level among children of school going age. Apart from the above factors it was observed that lack of awareness among the adult population particularly in rural areas about the importance of educating their children also had contributed toward the above.

RECOMMENDATIONS

On the basis of the analysis certain findings were surfaced. These findings helped to draw conclusions. The following recommendations have been prepared keeping in view the conclusions of the study.

- 1 It appears from the findings that the curriculum of III, IV and V class is hardly providing appropriate knowledge that helps develop mastery in the cognitive domain. It is recommended that the present curriculum may be revised according to cognitive affective and psychomotor domains. The focus should be on application of knowledge and comprehension.
- 2 The curriculum should be activity based and the exercises at the end of each chapter of the Urdu textbook should test the competencies of knowledge, application, comprehension, analysis and syntheses.
- 3 Textbook should be modified to the extent that it should provide appropriate reading and writing skills for the learners.

- 4 The contents of the textbook should be selected and prepared to make it purposeful and provide information beneficial for daily life
- 5 The teacher is the source of inspiration and knowledge for the learner. The competencies of students largely depend on the competency of the teacher. It is strongly recommended that teacher should be provided in service training with regular intervals. A package of teacher training able to equip the teacher with the command at subject, pedagogical expertise, motivational techniques and class room environment should be prepared for training.
- 6 Supplementary material for teachers should be prepared that gradually replaces the in service training.
- 7 Quality education requires quality environment that can only be guaranteed through providing best physical facilities. The basic physical facilities should be provided in all schools.
- 8 The findings of the study indicate that mastery in mathematics is not achieved in any district. Revision of curriculum of mathematics and problem solving teaching technique is mostly desirable.
- 9 A package of training with material be developed for science and Math teachers. Need based textbooks and activities based teaching techniques can help students to achieve mastery in the subject
- 10 Special teacher training package should be designed for rural settings and additional training should be arranged for those working in rural areas.

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Developing Creative Writing Skills in Early Childhood: A Case Study from Pakistan

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Abstract

The study explores how a teacher of Early Childhood teaches young children creative writing skills in a community-based school in Karachi, Pakistan. A qualitative case study method was used to examine the practices of the teacher and four early years' learners (seven to eight years). Data was generated through semi-structured interviews; classroom observations and document analysis. Findings reveal that current practices of teaching and learning creative writing as development of language and literacy skills are highly influenced by how the teacher herself perceives creativity and creative writing in young learners. The teacher selects the topic for the children to write and produce the final piece in a single attempt, thus ignoring the writing process. The teacher introduces the topic through detailed discussion in which her interactions with the children are most of the time in English as required by the school policy. However, with children not understanding English she quickly reverts to translations in Urdu (national language). Hence, children remain confused during their writing. Bilingualism further confuses children, who think in Urdu and write in English with little or no understanding and spontaneity; children experience difficulty in expressing their creative thoughts in English. In the writing process grammar, spellings and sentence structure are checked by the teacher's constant interjections as required to pass in Language. This hinders creative writing and creates ambiguity in children's minds between creativity and the convention of language with correct product and little process for leaning and enjoyment. Consequently, it increases the children's struggle to write creatively. In conclusion, research findings indicate a dire need to bring improvement in the teaching and learning practice of

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creative writing. The study sets a direction with some recommendations for teachers in this particular context.

Keywords: Early Years Learners, English As A Second Language, Creativity And Creative Writing Skills, Bilingualism

Introduction

In many Pakistani schools young children rarely get opportunities or the choices to express their ideas and creative thoughts in writing. They are exposed to either tracing the letter formation, copying from the blackboard, text writing, and filling workbooks/sheets. Some schools claim that children do creative writing; they write on selected topics given by teachers; for example, a rainy day, my family, my school and others. Teachers provide the main ideas and some key words to the children to write and produce their work in a single attempt. Such teaching practice is the requirement in the school syllabus whereby, teachers are required to introduce essay writing to the children and prepare them to reproduce the same in examinations on given topics in the syllabus.

Edwards and Springate (1995) contend that children learn by 'doing'. 'Doing' is about undertaking meaningful activities which are relevant to children's lives. Classroom observations show that children's writing is seldom related to their real or personal life experiences or contextual situations. Children who are imaginative expressionists and good story tellers have little or nothing to say through their writing, hence perform a routine task with little or no enjoyment and interest.

How Literature Views this Area of Study

Creative writing implies imaginative tasks such as writing poetries, stories and plays (Harmer, 2001). In the early years, young children are not expected to write stories, plays, and poetries in a systematic manner as adult writers do. The teacher often is the scribe for young learners. Godwin and Perkins (1998 & 2002) claim that young children entering early year's settings bring with them a vast array of experiences and knowledge of print which they observe around them. All these experiences require an environment. Riley and Reedy (2003) contend that in any early year's environment there should be

allocated spaces for literacy work. A specific writing area must be identified and furnished with all the relevant materials such as ready-made blank booklets, draft papers, markers and pens. This works as a stimulus for children to write as well as it helps in satisfying an inner urge of theirs to be able to place their thoughts in print.

The interpretation of the term 'writing' is sometimes confusing. Kane and Ogdon (1993) explained writing as a process which is true and yet misleading; true in a manner that it is a rational activity that involves thinking; by cognizant efforts or simply through intuition. It is misleading also because the term 'process' indicates neat and well-defined steps to be attempted in a sequence. From both views, the 'process of writing' is emphasized, although there is not one set way to follow while learning to write. Hence, the idea of expressing creativity or communicating one's own thoughts through writing is to produce something different, unique and new from others because writing involves one's own thinking, feelings, emotions and viewing the world from one's own perspective.

Furthermore, creative writing is not only what students write as per their choices; rather, when they write, they are involved in a continuous thinking process and become thinkers. De Bono (cited in Curtis, 1998) affirms this view; Children can be brilliant thinkers.... A child enjoys thinking. He enjoys the use of his mind just as he enjoys the use of his body as he slides down helter- skelter or bounces on a trampoline... If children can always think so well at this stage, then surely the long years of education must develop this ability to a high level. Not so. At the end of education, there has been no improvement in the thinking ability of children; in fact there has actually been deterioration. (p. 65).

Conversely, the situation in Pakistan is more like what Harmer (2001) shares, that is teachers act as 'controllers' in the classroom setting, where they transmit their knowledge to their students. This may also imply expressing creativity in writing guided by adults. Vazir (2007) sheds light on contextual realities in Pakistan and elsewhere, where students' voices, which are rooted in their emotions, feelings and creative thoughts, are seldom heard because young children are considered immature. The fact she emphasizes is

that young children are often referred to as blank slates, on which adults write according to their wishes and thoughts. These contextual realities have implications on children's writing in early years and throughout their education where the element of creativity is basically ignored. Therefore, what is required here is the shift in teachers' role that is, from controller to facilitator, who provides a scaffold for children, when they experience difficulty in writing. Gradually the teacher removes that scaffold and provides children the space to build their potentials and practice creative writing comfortably.

Background and Context

This research was an attempt to explore how teachers teach creative writing skills in English language in a community-based school; a unit of a large private school network in Karachi Pakistan. An Early Childhood Development (ECD) program was initiated in 2002 at the school. It is a four- year program encompassing ECD- I, II, III and IV, which aims towards young children's (3 to 8 years old) holistic development. The ECD- IV Grade 2, classroom was selected because it served as a single entity to examine how the teacher was teaching creative writing in a natural setting. The study also examined how young children learn and respond to various creative writing activities.

Methodology

A qualitative case study research method was applied to explore how a teacher of young children teaches creative writing skills in an ECD classroom. Data was collected through classroom observations and semi-structured interviews of the research participants, and by analyzing relevant documents, which included the teacher's weekly and yearly planner, lesson plans and students' pieces of writing in the real classroom situation.

Research participants included as per the criteria an experienced teacher (3-5 years) in the language and literacy area working in the ECD Section-IV, and four young children (seven to eight years old) from ECD IV, (Class-2). Selection of the research participants was based on the children being confident and clear in their responses to the questions asked to the whole class about language learning, and

those that demonstrated their keenness to share their experiences of learning to write willingly in the classroom after the purpose of study was shared were the ones identified as research participants.

Apart from the primary research participants, the school head teacher, the learning area coordinator of language and literacy and other students in the classroom were the secondary participants in the study. They were also interviewed for the purpose of triangulation of the data and its validity and reliability. Moreover, other young children were observed along with the focused group in the language classroom.

Findings and Interpretations

The following findings emerge from the study; (a) Teacher's Perception of 'Creativity' and 'Creative Writing'; (b) Teacher's Understanding of the Writing Process; (c) Current Practices of Creative Writing; (d) Impact of Bilingualism; (e) Children's Experiences of Creative Writing.

Teacher's Perception of 'Creativity' and 'Creative Writing'

The manner young children practice creative writing and the kinds of writing opportunities that the teacher provides, reflect how the teacher perceives creativity and creative writing. The teacher perceives creativity as "if I need to deliver a story to children, it depends upon my creativity that in how many ways I can do it". She further explains;

If I narrate a story of a King and his wife to the children and at one point if I leave the story incomplete, then it's the children's creative mind how they take the story further, how they put their creative thoughts in writing to complete the story. Grammar and vocabulary will support them in writing.

This indicates that although the teacher is sharing her understanding of creativity, she may not be viewing children as creative thinkers; the fact that they can originate their own thoughts. Rather, it appears that for her, children's creative thoughts emerge only when they are provided with a storyline and some ideas by the teacher. Lesson observations revealed that most times, a story was narrated to the

children. This was followed by series of questions put forth to the children by the teacher. Key words from the story or topic selected by the teacher were placed in a topic web on the blackboard. Children's original ideas built around the story were not expressed; rather they were simply made to repeat the words which were in the teacher's head.

The teacher also enforced the use of language-related and grammar rules in creative writing. She emphasizes its significance, "when children do creative writing, they need to be careful about punctuations, commas, full stops, exclamatory marks and grammatically correct sentences, because I am helping them to learn grammar as well." In the current scenario, children's creativity when entangled with language barriers causes a mental breakdown in their creative thinking. It does not allow children to communicate their creative thoughts to the audience; rather, the concern relies on spellings and sentence structures defeating the purpose of individual imaginative thoughts in writing.

Teacher's Understanding of the Creative Writing Process

The teacher perceives the writing process as; "Steps which I follow as a process to deliver the lesson. For example, my topic for today is, 'My birthday party', how I deliver the lesson is my writing process." Children's involvement in the writing process, she adds;

It's really tough to go for a process. It is really time consuming to go to each individual and check the work of forty children. Whatever children produce in writing, the teacher gets an idea while taking rounds in the class.

For the teacher writing does not seem to be an individual endeavor, hence individual learning styles, development and growth in children are not a primary consideration for the teacher; one shoe fits all. It further demonstrates the teacher's simplistic or unfamiliar view about the writing process. The teacher views it as an end product. The procedures she follows to introduce topics for creative writing are heavily guided by thinking that occurs in her head; as the correct and only way. Classroom observations are evident that the children are expected to produce their writing in a single attempt with her

checking the products for assessment purposes. Her writing responses do not indicate her providing children the opportunities to read and review their own writing with her assistance or that of peers. Hence, the whole notion of the writing process seems absent; rather the teacher seeks complete or incomplete work from the children. The purpose of checking the teacher defends as;

It is our practice to check the last creative writing done in the month. It is a part of assessment. Had I left it out, the books would have gone home and parents who are usually very concerned about their children's work would have rubbed that and rewritten the sentences. Therefore, my motive of doing assessment there and then would not have been achieved.

The teacher's dilemma is obvious, on the one hand it is the requirement of the school, and on the other it is the expectation from parents at home. The teacher tries to address both concerns; leaving the child; the most important stakeholder at bay. Parents who have not been able to seek education through formal schooling in Pakistan have high expectations from the school, not understanding the development of language and literacy skills they only seek right or correct answers. Incorrect spellings and grammar mistakes made by the child often results in an attitude of the child not performing well in school. Hence children are often made to feel guilty and blamed as non-achievers by the parents and the school with the teacher's primary aim to present neat and correct writing work in children's books. Assessment rather than being seen as an on-going process of observing, recording and documenting the work of children does not reflect how they go about doing and improving their work. A variety of educational decisions that affect the child is not considered as important by the teacher (Bredenkamp, Knuth, Kunesh and Shulman, 1992).

For the teacher, the criteria for checking creative writing are correct spellings, grammar and children's neat hand writing. This existing assessment practice develops ambiguity in children's creative instincts in writing. The use of language rules further exacerbates the situation as children are expected to produce grammatically correct

creative pieces. The purpose of assessment is to assist a child with assessing his/her own progress or understanding and supporting other children's development as required in High/Scope, this remains to a large extent unaddressed. Besides as social research studies support that children learn from each other therefore, teachers can make efforts to promote children's positive attitudes towards their less interactive and less verbal peers by raising the latter's profile of achievement (Katz and McClellan, 1997)

Current Practices of Creative Writing

Excerpts from classroom observations demonstrate the reality the teacher and the children encounter in a creative writing session.

Lesson Observation

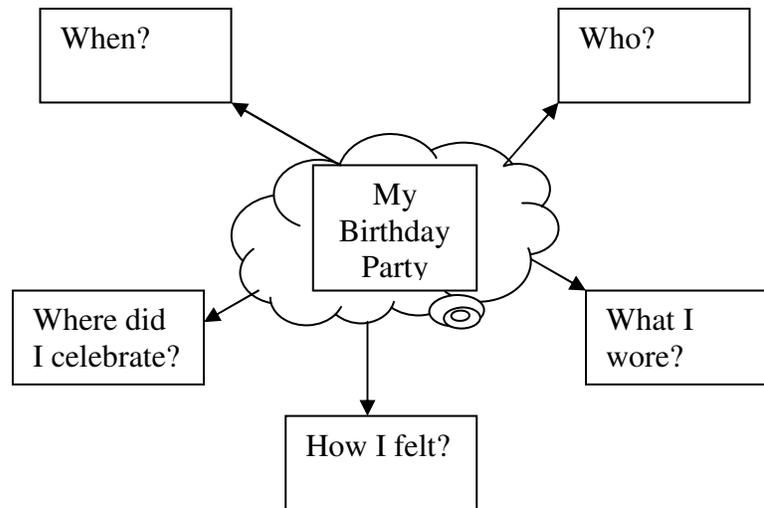
The teacher begins the lesson as a large class with a question. How many of you celebrate your birthday?

Most children raise their hands to show that they celebrate their birthday. The teacher and the children share their own experiences on their birthday.

Next the teacher reads the story from the Big Book and simultaneously, discusses with the children about celebrating a birthday party. Discussions are in Urdu to help children understand the task. The teacher sometimes used English terms and sentences as well. After reading and discussion the children are asked to write about how they celebrated their last birthday. They get some instructions.

T: Ok, You all have to write about how you celebrated your last birthday. Before writing, I will give you more instructions; you don't have to start now. Your eyes should be on the black board... Write whatever you want on 'My birthday party'. Can we brainstorm some important things which have to be included in your writing?

Topic Web



The teacher further instructs;

T: Ok, after you write, you just check that you have covered all these five points. These five points are very important...I am giving you just fifteen minutes to write, after fifteen minutes...I will take your paper. If you feel any spelling problem, write it down. Don't worry about the spellings and grammar.

In one of the groups, children were talking while writing;

SS. 1: I know my mother cooks Biryani (dish prepared with rice and meat) on my birthday.

SS. 2: But in your writing, have you answered the teacher's question, 'what', 'how' and 'when' as given in the web?

SS. 3: My dad came late from the office for my birthday

SS.4: I did not celebrate my birthday as my mummy forgot

After fifteen minutes, the teacher asked them individually to read aloud what they had written on 'My birthday party.' Although, these children shared their own experiences during discussion, it did not come out on paper in their creative writing. The teacher collected all

the papers for correction. This example indicates that the topic web caused hindrances for the children to think beyond what is expected of them to write. Children's experiences shared produced stereotype and time-bounded work; it was more like responding to the teacher's questions as earlier experienced by the children rather than stretching their thoughts in expressing what they have actually experienced. Limiting children's thoughts to a specific time did not allow children the time to think freely.

In addition, it brings to light the teacher's competencies in promoting creative writing and the kind of instructions she gives the children. Deuchar (2005) contends that it is the teacher who ensures that children consider their writing as an important and meaningful task. Moreover, teachers may facilitate children to express their personal writing, so that they develop clarity in their thoughts and communicate to the audience their rich experiences. However, it seems that children are not taking their creative writing as a means to communicate their thoughts to others, rather, they are writing because they are asked by the teacher to do so. This is reflected in the teacher's statement, "I think in the ECD classroom children need clear instructions so that they can work with concentration."

This statement indicates two things: a) children's work driven by the teacher's instructions, b) teacher's lack of trust in children's abilities to think and write. This may be the teacher's assumption that children only concentrate on their work if they are properly instructed. However, this does not mean that there should be no instructions at all; instead, instructions should be for facilitation to the learning process to write creatively, rather than for mechanical reproduction of concepts.

Impact of Bilingualism

Bilingualism is one of the major issues that had a strong impact on children's creative writing. The following excerpt is evident of Bilingualism from one of the lesson;

The Animal Story

T: There are two kings now Elephant and Camel. To jungle mein do king to nahin ho saktey. To kaun hoga King. [So

there cannot be two kings in one jungle, hence, who would be the king?]

SS: Elephant, elephant, elephant... (Children shouted)

T: And assistant king because agar kabhi elephant bemar ho aur chutti per ho to camel jungle ko sambhale. [...if the elephant falls ill ever and needs to take a sick leave the camel can run the system]

SS. Hann [Yes]

T. Is ka matlab hai key hum ney sari pichly stories ko change kardiya key zaruri nahin kay lion hi jungle ka king ho. [It means we have changed all old stories that not necessary that lion is the king of jungle.]

My Favorite Game

T. I am giving you only five minutes to discuss. Is key baad aap ko individual writing kerni hogi. Jaldi sey sochein ...group mein apney experiences share karein, [After which you will have to write individually. Think quickly and share in group your experiences of playing games.]

SS. Kitney sentence likhney hai? [How many sentences do we have to write?]

T. Seven to eight

T. Ok class, time is up. Eyes on the board now. I want short and sweet paragraph. Sab sey pehley kya ayeega. [What will come first?]

SS. Heading My favorite game.

T Very good first of all you have to write the name of favorite game... you have to write

short and sweet paragraph. Zaruri nahin hai key saarey points likhey [Not necessary

that you write all the points.] Come on open your copy and start writing... I am going

to check who the quick writer of the class is.

The teacher felt that the kind of interactions as mentioned above is helpful for the children to develop their listening and speaking skills, which ultimately leads them towards writing. She clarifies that if she uses English continuously in the class, then the children would not

be able to understand. However, the question emerges that how can listening and speaking in Urdu facilitate children's writing in English? Moreover, if the teacher does not facilitate listening and speaking skills in English then it will always be difficult for them to understand English. Due to bilingualism, the teacher further uses the translation method as she explains;

I feel that all the children in my class do not understand whatever I deliver in English. That is why I have to translate in Urdu in order to build their understanding. They understand in Urdu, that is why we have bilingualism.

One of the implications of bilingualism is that children struggle to express their creative thoughts while writing. They mix the two languages into one system which Weitzman and Greenberg (2002) refer to as 'code mixing'. Although the teacher feels that she may be facilitating children to understand the concepts in the mother tongue besides expecting what and how to write by translating in Urdu, she seems to be overlooking the quandary she places children in. If children understand and develop their thoughts in Urdu, how would they be able to write creatively in English? Are children's minds capable of making this frequent shifts of language conversions from Urdu to English without giving them ample wait time to think and write their ideas? Both bilingualism and translation methods fail to resolve the struggle children face in writing creatively. What the teacher overlooks is that the amount of contact with each language determines the number of words learned from each language. Therefore, if Urdu is dominant in class, children will find it easier to write creatively in Urdu and not English which is the second language, as the latter they will simply imitate or copy words. Research suggests that it takes five to seven years to be able to think in the second language (Weitzman and Greenberg, 2002).

Children's Experiences of Creative Writing

Children's responses indicate that though they fulfill the teacher's expectations, their wish to express their thoughts is still a wishful thinking. They have eloquently expressed their views, feelings and experiences of doing creative writing in the class;

Student 1 shared: My teacher does not know our favorite topics we want to write, that is why I have to write on the topics the teacher gives.

Student 2 mentioned: I write on the topics given by the teacher, but I also want to get a chance to write on topics of my own wish.

Student 3 explained: I do the task given by my teacher, but I like to write on my own.

Student 4 felt: Whatever the teacher asks us to write we do. But I don't enjoy it. I like to write more on my own wish.

It is evident from children's conversation that writing for them is a chore; it brings boredom and restricts the flow of creativity when they are told what to write and how to write. Children seldom being given the opportunity to write as per their choices, it is no longer fun and enjoyable activity. It is more about doing work out of obedience and expectations of the teacher with wishful thinking from young children to be left to do writing on their own. Despite experiencing language barriers children feel confident they can write. This correlates with the teacher's views. However, the teacher looks at writing and thinking about ideas in fragmentation that is why she gives them the instructions to do it according to her way of practice. In addition, children also shared their concerns about corrections being done by the teacher:

Whenever I read my work after writing, I feel that I wish there were no mistakes. I mean that when I wrote 'in' in the sentence and teacher cut it and wrote 'on'. I feel I have to check my work before giving it to the teacher for correction.

Teachers are required to be aware about how children feel about their writing. It is also evident in the above mentioned excerpt that since the teacher checks many grammatical mistakes, children feel like producing their perfect piece of creative writing. They do not want to appear wrong in the teacher's eyes. A student further explains,

I read my writing many times, but I cannot change it because my teacher has already checked it. Teacher says not to

change because she says that once you have written in whatever way, it's done.

The teacher does not appear to be aware about the processes of writing; therefore children are not required to make drafts. This does not enable them to make mistakes and correct them as a process. Children express this ambiguity in creativity and conventions in writing that it curbs their learning of creative writing. Furthermore, these findings also draw our attention towards the word 'mistakes'. It has been taken with its lexical meaning; rather, these mistakes can be viewed as children's learning experiences through which they progress and learn to become writers.

Recommendations

- Taking into consideration the importance of creative writing and its significant role in the cognitive development of children, it is necessary to bring improvement in the teaching and learning of creative writing in early years. It is necessary to develop language skills in teachers; to get them well-equipped with the language teaching skills in general and creative writing skills particularly. Teachers must develop a shared understanding about creative writing; what it means and what kind of tasks engender and promote creative writing in young children. Besides, parents too need to be oriented in the process of creative writing with due importance given to children's creative thinking and less emphasis to neat and correct writing script.
- Bilingualism and the translation method should not be confused because unless children figure out the rules of the language they may continue to make many grammatical errors. While, bilingualism serves the purpose of children's conceptual understanding of their task; children who come with little or no English must experience feelings of being socially isolated, confused and frustrated. Therefore the teacher must be able to support children's efforts to learn a second language by allowing and facilitating them to express their ideas in English by making her input easy to understand. Furthermore, it is imperative for the teacher to

learn to use sequential bilingualism as a learning process i.e. she must be able to recognize the three stages of language learning among children; mixing, separating and finally using one main language.

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Effective Leadership and Total Quality Management: A Case Study of an Elementary School in Pakistan

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Abstract

The philosophy of Total Quality Management (TQM) has had successful implications in the business world for continuous improvement. More recently in education also the philosophy is taking its root. However, much of the research in TQM in Education is focused on Higher Education. This paper is about a case study conducted of an elementary school of one of leading school chains in Lahore, in Pakistan, involving interviews, document analysis and participant observation to collect primary data. The findings of the study establish a link between the quality of school and leadership effectiveness. Only an effective school leader can involve all other internal and external customers in the continuous journey of school improvement engrained in TQM. The proposed TQM model will help elementary school principals who want to bring quality in their whole school culture and educational practices.

Keywords: Total Quality Management (TQM), Elementary School, Effective leadership, Total Quality Management Model

Paper type – Case Study

Introduction

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A great deal of research has been done concerning quality in Higher Education but very little is documented about quality in elementary level schooling. Importance of quality education at primary level has also been declared as EFA Dakar goals (EFA monitoring report 2005). There is a consensus that investment in primary education pays off more than other sectors of education (Stephens, 2003). Previous research has established a link between quality of school and effective leadership (Cheng, 2003). Berry (1997) argues that relevant literature recognized educational leadership as an essential element in the development of a quality culture in schools.

Therefore, leadership could be seen as pivotal to the success of TQM. To succeed in education TQM requires strong and purposeful leadership (Sallis, 2002). Another important link established between leadership and quality school is that of collegial leadership. Uline and Moran (2008) emphasize that collegial leadership is responsible for quality schools. They argue that collegial leadership is different from directive leadership in that the former focuses on school goals and teachers' needs.

Objective of the Study

The aim of this case study focuses on the relationship of effective leadership and TQM at elementary school level in Pakistan. This paper examines the following research question:

- What is the relationship between effective leadership and total quality management in elementary schools in Pakistan?

Leadership, commitment, total customer satisfaction, training and education, cooperation and team work, total involvement and recognition are basic TQM principals which are important for the implementation of total quality management in an organization (Saylor, 1992 and Hakes, 1991 as cited in Ho & Fung, 1994). "A quality culture would incorporate components such as shared values, commitment to getting it right, open and explicit communication, time for teamwork, training in quality, total involvement, sensitivity to others' needs" (Ellis, 1993, p.31 as cited in Berry, 1997, p.56). In this regard Sallis (2002) has identified the following major functions that all leaders must undertake in order to develop a quality culture in an institution.

- Vision
- Customer focus and communicating the quality message
- Staff development
- Team work
- Monitoring and evaluation
- Empowering teachers

Thus present study is based on the above mentioned main attributes provided by Sallis (2002).

Methodology

This is a case study of only one elementary school from a leading public sector network in Lahore, Pakistan. In order to study the relationship between effective leadership and total quality management, the researcher collected data based upon interviews, document analysis and observation. After all interviews, responses were analyzed using SWOT analysis. The SWOT analysis helped us to understand the effectiveness of leadership and its relation with TQM in school.

Table-1: Detail of Interviews

Respondent	Gender		Years in the school	Interview Duration	Interview Type	Total
	M	F				
School Principal		F	5	30 minutes	Semi-structured	1
Vice Principal		F	4	30 minutes	informant	1
Teacher/s		F	1-10	20 minutes	informant	15
Parents	M	F		15 minutes	Focus	10
Total						45

Observation

Majority of the data were collected through observation and field notes.

Document analysis

School's policy documents, record and website were used to gather further information.

Literature Review

Origin of TQM

In the business world, the idea of TQM has been given by quality gurus such as Deming, Juran, Crosby, Peters and Ishikawa (Kwan, 1996). The Japanese used a word 'kaizen' which means continuous improvement. The essence of 'kaizen' is to build a culture where everyone seeks to build success and confidence and explores appropriate levels of quality in a consistent manner that meets or exceed the needs and wants of customers (Sallis, 2002).

"TQM is a way of managing to improve the effectiveness, flexibility and competitiveness of a business as a whole. It is also a method of removing waste by involving everyone in improving the way things are done" (Ho& Fung, 1994, p.24).

Application of TQM in Education

The success of quality management in business provokes the notion of application of the philosophy of Total Quality Management (TQM) in Education. TQM is an important characteristic of continuous improvement in effective organizations (Cheng, 2003), because its philosophy focuses both on quality of minds and quality of organizational mechanisms. Therefore, TQM in education is as important as in any other business because quality minds can generate quality outcomes in any organization (Sallis, 2002). More importantly it may be argued here that TQM has to be seen as a mindset of lifelong learning. It forms a culture in which everyone attempts to develop the ability and opportunity to improve their skills (Cheng, 1996). The main concern of all stakeholders is quality education which can be seen in terms of desired student outcomes. However, to achieve the desired output, the input and process should also have quality in terms of efficiency, effectiveness and academic excellence. The quality education output can be achieved if quality is ensured at all educational levels from standard setting, learning environment, teacher training, teaching-learning process, to assessment and monitoring (EFA, 2003).

Effective School Leadership and a TQM perspective

Extant literature signifies that an effective leadership is a key component in providing direction towards continuous improvement in any organization (Sallis, 2002). Leadership is seen as the one most significant factor in the success or failure of institutions and/or organizations (Bass, 1981). Quality of an organization directly depends on quality leadership (Gonzalez & Guillen, 2002). Leaders play an important role in the success of any organization (Simkins et al., 2003). Principals or Head teachers can make a significant contribution to the improvement or decline of school environment. Fullan (2000) argues that “It has often been observed that the head of the school is a key factor in how effective the school is.” He further emphasizes that “Effective school leaders are key to large-scale sustainable education reform (Fullan, 2002).

Berry (1997) stated that “The development of a quality culture in schools requires school leaders to develop a thorough understanding of, and commitment to, a quality philosophy as a means of school improvement, and expertise in quality management processes and techniques for the establishment of organizational quality systems” (p.62).

Key Functions of Effective Leadership in the Development of Quality School Culture

There is consensus in literature that the following aspects of TQM are very essential for leadership in a school (Gore, 1993, p.375 as cited in Berry, 1997).

Vision

Education leaders develop a vision for their schools (Berry, 1997). “Outstanding leaders have a vision for their schools – a mental picture of a preferred future- which shapes the program for learning and teaching as well as policies, priorities, plans and procedures pervading the day-to-day life of the school” (Beare et al as cited in Preedy, 1993, pp. 141-142). The school leader must communicate the school’s vision and mission to all stake holders including teachers, students, parents and community.

Leithwood & Riehl (2003) noted that “To set a clear direction, a leader must be able to articulate a common vision, create high performance expectations and then communicate the vision and expectations effectively” (cited in Jacobson et al., 2005, p.611).

Customer focus and communicating quality message

The focus on the customer is the primary feature of Total Quality Management in any organization (Davies & Ellison, 1997). The main purpose of a school’ is to focus on an effective teaching/learning process (Huber, 2004).

Kwan (1996) argued that the TQM implies meeting the expectations of all the customers in the educational system. The external customers, such as the tax payers, parents and potential employers, should be satisfied with the standards of the graduates, whereas the internal customers, such as teachers and students, should be satisfied with the teaching and learning process in school (p.26).Whereas Sallis 1993 noted that the TQM is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization allows them to do so. In the total quality definition of quality the customer is sovereign....It is about providing the customers with what they want, when they want it and how they want it. It involves moving with customer expectations and fashions to design products and services which meet and exceed their expectations (cited in Berry 1997, p.57).

Sallis (2002) argues that in TQM institutions the senior managers and leaders need to communicate the quality message and practice it throughout the organization. School leaders are responsible to set expectations for continuous improvement and then communicate that quality message to all stakeholders (Quinn, 2002). Similarly, Sergiovanni (1984) stated that The role of the principal in establishing effective communication is crucial. The principal provides information about expectations and outcomes in a professional manner because teachers and students should know what is expected in order to be effective and efficient in the performance of their duties and in order to achieve their goals (as cited in Pashiardis, 2000, p.225).

Staff development

Staff development and particularly in service training is very important for a healthy school environment. Staff is the important resources of a school. The school can produce better results if these human resources are properly developed (Bolman & Deal, 1991 as cited in Cheng, 1996). The strength of a school is based on its staff. The quality of teaching and learning can only be improved with well trained staff (Gilbert as cited in Preedy, 1993). However, Sallis (2002) noted that the Staff development can be seen as an essential tool for building the awareness and knowledge of quality. Training is a prime opportunity to underscore the organization's values. To do this top management must be closely involved in the design of training programs (p.141).

Team work

Team work is the key element for the success of a quality institution (Berry, 1997).

“Teamwork throughout any organization is an essential component of the implementation of TQM for it builds up trust, improves communication and develops independence” (Oakland as cited in Sallis, 2002, p.71). Burns (1978) stated that the “Effective leadership involved the leader's ability to make group members become less interested in themselves and more interested in the group” (as cited in Griffith, 2003, p.334).

Monitoring and evaluation

Monitoring and evaluation are key factors in the success of a quality institution. Now schools are more autonomous than in the past. Therefore, they need to evaluate their strengths, weaknesses and overall school performance (Petegem & Vanhoof, 2007). Sallis (2002) explained that the The evaluation process should focus on the customer, and explore two issues: first, the degree to which the institution is meeting the individual requirements of its customers, both internal and external; and second, how far it is achieving its mission and goals (p.133).

Petegem & Vanhoof (2007) argued that “being able to compare one's own performance with that of other (similar) schools – the

mirror function of school feedback – creates powerful opportunities to stimulate quality development” (p.312).

Empowering teachers

One of the effective teacher/principal relationship factors is empowerment. Davis and Wilson (2000) emphasized the importance of teacher empowerment. They linked principal empowering behaviors to teacher motivation and job satisfaction. In a traditional school, teachers’ participation in decision making process is considered as unnecessary. However, in a quality institution, teachers’ participation in decision making process is treated as an important contribution to the present situation and future needs of the school (Cheng, 1996). In a quality based approach, school leadership relies on the empowerment of teachers and others involved in the teaching/learning process. Teachers share in decision making and assume greater responsibilities. They are given more power to act and greater autonomy in almost everything they do (Spanbauer as cited in Sallis, 2002, p.68).

Regarding teacher empowerment Foster (1986) stated the Leadership is not manipulating a group in order to achieve a preset goal; rather it is empowering individuals in order to evaluate what goals are important and what conditions are helpful. The educative use of leadership results in the empowerment of followers. The leader here is truly concerned with the development of followers, with the realization of followers’ potential to become leaders themselves. (pp. 185-186 as cited in Blasé 1992, p. 4)

TQM in Elementary Education in Pakistan

In Pakistan, elementary or primary education covers grades one to five. According to the Ministry of Education (MoE) Pakistan, the objective of quality education is to fulfill individuals’ learning needs who can think critically and engage in life long learning. Furthermore, quality education is to facilitate “all learners to reach their maximum potential as responsible, enlightened and skilled citizens, integrated into the global framework of human centered economic development” (MoE).

Background of the Royal Junior School

The Royal School Network was established in 1980 in Lahore. Within months the school had strength of over 400 students and 30 teachers. In the next five years, a steady growth period followed. By the end of 1986, The Royal School had established six schools with student strength of 1755. By the end of 1987 the popularity of the school compelled the management to plan on an expansion programme. A twelve year period of tremendous growth followed. Today, The Royal School has 130 schools in 26 cities and has consistently maintained its reputation throughout the country as an institute of excellence.

The current case study is of one of its branches situated in Lahore. At the time of this study Royal Junior School had 350 pupils on its roll with 20 teachers; one principal, one vice principal, one accountant and 7 domestic staff. The school has 7 classes from playgroup to grade 5. Mrs. Naseem is the school principal. Her Masters degree is in Education. She got headship training from different local institutes. She has been principal for the last 5 years. She is directly responsible to head office.

Research Findings

After interviews, documents analysis and observations, the researcher formulated the following major findings.

Developing a School Vision

A comprehensive vision was well documented in the school. Mrs. Naseem declared:

We have a school vision and mission.....We described it in our school introductory meetings at the start of school session.....And it is also printed on the back page of our students' notebooks.

The vice principal also talked about the importance of a vision in a school. She told: Without school vision we cannot visualize our future destination.....We cannot say that where we want to be in future. On the other hand, out of 15 teachers, only 5 could explain their school vision. This situation was overwhelming among parents because none of them knew about the vision of this school. This situation indicates that somehow all school community was not well versed with the importance of their school vision.

Focus on Customers and communicating the quality message

Mrs. Naseem told us that:

Students are our main concern in the school. We have systematic procedures for teaching and learning including lesson planners, teachers' resource guides, students' regular and monthly progress reports. Moreover, we have monthly parent meetings in which we discuss their child's progress. Our main purpose in school is to make students as independent learners.

During interviews, many teachers mentioned that:

We have less time for actual teaching because of increased workload. We have to cover syllabus in a given time. In such conditions, much time is spent on the procedural construction of the lesson plans without considering the learners' actual learning needs.

Some teachers complain that:

We are teaching small children who cannot write properly because the level of English is very high for these small children. Many students can only understand simple questions. They can respond orally rather than in writing..... For these small children the level of English is very high.

While during observation the researcher observed that many classrooms including computer lab were too small to accommodate whole class. Four students were sharing one computer. Computers were in a very poor condition. Rooms were crowded in a way that teacher was not able to circulate properly. There was no separate staff room for teachers as well.

Professional development

Mrs. Naseem (Principal) explained that there is a separate department for professional development. This department offers different teacher training programs at all levels i.e. pre junior, junior, senior and ICT courses. She further added:

We arrange training programs for our pre-service and in-service teachers..... because only teachers can improve the quality of teaching. There are training programs for school heads also.

New teachers told that they feel proud to stay in this school because they have opportunity to become professionally strong. One teacher said:

This is my first experience in this school. During summer vacation, I attended in-service teacher training program.....Now I am more confident in teaching and can handle my job well.

But many old teachers mentioned that they could not implement the latest teaching strategies which they have learnt during training courses. The reasons were extra paperwork and syllabus coverage within a given timeframe. Teachers stated that they are pressurized by school administration and parents to produce 100% academic results.

Working as a Team

Mrs. Naseem explained that:

Team work is very important in school.....because only one person cannot do everything. I always consider my staff as a family.....and we work together in order to accomplish our goals and achievements.

The vice principal further added that:

We have a comprehensive school development plan. It has 5 areas which are skill development, academic development, culture development, management development and Image building. We have assigned different tasks to our staff members.....they work together and produce faster results.

Teachers also stated that they work as team members in the school development plan. Many teachers told:

We have daily 5 minutes morning briefing meeting as well weekly staff meetings. Our higher management gave us opportunity to contribute to important decisions. We all work as a family in this school.

Monitoring and evaluation system

Regarding monitoring and evaluation, Mrs. Naseem said:

We have separate quality assurance department for evaluation. This department has very comprehensive

procedures to monitor overall school performance. For example, we constantly observe our students' progress and also evaluate teachers' performance. We observe their way of teaching in the classroom against some prescribed standards set by the department of quality assurance.

On the other side, many teachers complained that their evaluation system is not implemented fully as favoritism does exist.

Teachers' Empowerment

Mrs. Naseem expressed that:

I empower my teachers by assigning them different tasks.....My teachers always participate in important decisions regarding academic activities.....I respect their opinions and always appreciate any innovative ideas from my staff. I know that teachers can play important role in the over all success of school.

The vice principal stated:

I believe that teachers are to be respected. I have never behaved badly with my staff. Friendship is a better way in order to get cooperation of the staff. I believe on democratic way of leadership. Democracy is the key to improvement.

Conclusion

In this paper, we have studied only one school in the light of major TQM features described by Sallis. It was observed that school had a vision but it was not acknowledged by majority of school community. In the same manner much of the paperwork was there to monitor the regular teaching and assessment practice instead of actual teaching/learning practice.

The main reason behind the failure of effective implementation of TQM is the lack of proper training of leadership at different levels in the school. This means that Administrators, teachers and other staff need essential skills and knowledge in TQM. The philosophy of TQM spells out a certain ethos in an organization that is the quality of input processes and output. In elementary schools there is a need to develop a culture that is conducive to the learning needs of various individuals and groups in the school. Based upon these findings, a

TQM model is developed which can be applied in elementary schools. This model can involve teachers, parents, students and external customers in the school improvement.

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Role of Heads of Teaching Departments in the Promotion of Communication at Postgraduate Level

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Abstract

This paper investigated the role of heads of teaching departments in the promotion of communication at postgraduate level. The heads and teachers were the respondents of the study. One head and two teachers were randomly selected from every department. Data were collected through a self-administered questionnaire. Percentage was used for data analysis. The study pointed out that the heads of teaching departments play a very positive role in the promotion of communication.

Keywords: Teaching Department, Communication, Head Teacher, Administrative communication, Variable

Introduction

Communication is the exchange of information between a sender and a receiver. It is a link between a man and his role. Communication is the wheel, which administrators use to establish policy and to obtain action. Brown (1959) defines communication as, “the process of transmitting ideas or thoughts from one person to another or within a single person, for the purpose of creating understanding in the thinking of the person receiving the communication”. Johnson, Kast and Rosenzweig (1964) stated, “Communication is a system involving a sender and receiver with implications of feedback control”. Yeung (2000) believes that the leadership skill of communication is a two way process developed through listening, enabling every member to learn where he/ she can fit into a team. By communication, an individual expresses his inner self. It ties

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personalities within an organization. Communication is utilitarian within an organization. That is, management employs communication primarily to accomplish organizational goals.

Merton (1952) described five factors in the process of administrative communication (1) act (2) the scene (3) agent (4) agency, and (5) purpose. Katz and Kahn (1978) put it, "communication is the essence of organization". Communication is affected by many variables in an organization. Language competency and cultural knowledge are variables, which can affect communication in an organization (Kim, 2003). To improve communication process within educational institutions one must understand potentials problems that affect the process. Boyd (1984) stated that the communicator selection might cause a breakdown in communication that could not be repaired even with good follow up communication.

The purpose of communication in organization is: (a) Baskin and Aronoff (1984) stated that the primary purpose of communication in organization is to coordinate actions of the members in an organization. (b) the second purpose is information sharing (c) communication expresses feelings and emotions. Two methods of Communications are usually used in educational institutions. These methods are verbal communication and written communication. Hopkins (2006) stated that verbal communication could be improved by adopting the communication skills: (1) talk to them in their language (2) be prepared to meet and talk face to face with those peers. (3) get to understand their culture (4) knows your audience, and (5) keep smiling.

Dorsey (1957) stated that administration could be viewed as a configuration of patterns relating individuals and groups. Heller (1998) states that communication is the interpersonal foundation upon which all organizational life is built. Chamber and Robert (1998) elaborate that the words, which are exchanged, do not have meanings. The meanings are controlled by the receiver. Communication is the socializing matrix.

Ruesch and Bateson (1951) described some of the dimensions of communication in social matrix: (1) Intrapersonal communication (2)

Interpersonal communication (3) Group-Individual communication, and (4) Group-to-Group communication. Chester (1938) asserted, "Communication occupies a central place in organization because the structure, extensiveness and scope of organization are almost entirely determined by communication techniques". A superior can facilitate more upward communication and open communication with all subordinates irrespective of their relationship quality and cultural background (Abu Bakar et al, 2003). Lunenburg and Irby (1994) said, "elementary schools principals, high schools principals and school superintendents spend 70 to 80 percent of their time in communication. Mintzberg (1997) stated, "Administrators spend 80 percent of their time in communication". Nancy (2000) identified effective communication as a significant deterrent in organizational success. Educational managers have their own leadership styles, which affect communication in educational institutions. A strong relationship was found between both supervisor task and relational leadership style and supervisor communication competence (Paul, 2008).

Statement of the Problem

The study was to investigate the role of heads of teaching departments in the promotion of communication at postgraduate in N.W.F.P, Pakistan.

Delimitation of The Study

The study was delimited only to three public sector universities and seven postgraduate colleges in N.W.F.P, Pakistan.

Limitation of The Study

- i. Private sector universities were totally excluded from the study.
- ii. Only questionnaire as a research instrument for data collection was used.

Methodology of the Study

It was a descriptive study. The population of the study constituted all those heads and teachers teaching at postgraduate level in N.W.F.P, Pakistan. The researcher randomly selected a head and two teachers as respondents from every teaching department. The researcher

developed a questionnaire for data collection. The questionnaire was consisted of 27 items. The researcher studied relevant literature for development of the questionnaire. Research supervisor and experts in social sciences were consulted for the sake of validation of the scales. For reliability, a dry run of the scale was conducted. The questionnaires was personally administered by the researcher at local level and mailed to outstation respondents. Percentage was utilized as a statistical technique for data analysis.

Findings and Conclusion

Table-1: Data Analysis

Item No	Always	Frequently	Occasionally	Seldom	Never	Total
1	50	36	48	6	3	143
%	34.96	25.17	33.56	4.19	2.09	
2	63	44	18	15	3	143
%	44.05	30.76	12.58	10.48	2.09	
3	83	26	25	8	1	143
%	58.04	18.18	17.48	5.59	.69	
4	77	33	18	11	4	143
%	53.84	23.076	12.58	7.69	2.79	
5	74	15	23	18	13	143
%	51.74	10.48	16.08	12.58	9.09	
6	59	45	29	6	4	143
%	41.25	31.46	20.27	4.19	2.79	
7	79	13	21	18	12	143
%	55.24	9.09	14.68	12.58	8.39	
8	76	38	17	11	1	143
%	53.14	26.57	11.88	7.69	.69	
9	53	42	26	16	6	143
%	37.06	29.37	18.18	11.18	4.19	
10	78	20	20	20	5	143
%	54.54	13.98	13.98	13.98	3.49	
11	79	25	17	11	11	143
%	55.24	17.48	11.88	7.69	7.69	
12	78	27	21	13	4	143
%	54.5	18.88	14.68	9.09	2.79	
13	48	46	31	12	6	143

%	33.56	32.16	21.67	8.39	4.19	
14	89	25	18	5	6	143
%	62.23	17.48	12.58	3.49	4.19	
15	69	30	25	11	8	143
%	48.25	20.97	17.48	7.69	5.59	
16	63	29	31	12	8	143
%	44.05	20.27	21.67	8.39	5.59	
17	98	21	12	8	4	143
%	68.53	14.68	8.39	5.59	2.79	
18	92	15	16	13	7	143
%	64.33	10.48	11.18	9.09	4.89	
19	56	31	30	17	9	143
%	39.16	21.67	20.97	11.88	6.29	
20	54	48	24	10	7	143
%	37.76	33.56	16.78	6.99	4.89	
21	60	24	28	22	9	143
%	41.95	16.78	19.58	15.38	6.29	
22	82	30	19	10	2	143
%	57.34	20.97	13.28	6.99	1.39	
23	78	26	16	17	6	143
%	54.54	18.18	11.18	11.18	4.19	
24	89	21	18	10	5	143
%	62.23	14.68	12.58	6.99	3.49	
25	92	27	11	10	3	143
%	64.33	18.88	7.69	6.99	2.09	
26	90	14	15	15	9	143
%	62.93	9.79	10.48	19.48	6.29	
27	97	22	15	7	2	143
%	67.83	15.38	10.48	4.89	1.39	

The above table shows that 36.34% respondents opined that the heads of teaching departments always call meetings, 25.16 % were of the view that the heads call meetings frequently, 33.56% thought that they call meetings occasionally, 4.9% opined that they do seldom and 2.05 % were of the view that they never call meetings of teachers. 44.05% respondents were of the view that the heads always share information with teachers received from the high ups, 30.76 % respondents thought that they frequently share information with teachers, 12.48 % opined that they occasionally share information,

10.48 % opined that they seldom share information and 2.09 % opined that they never share information with their colleagues. 58.04 % respondents were of the view that the heads of teaching departments always notify whatever is related to the faculty, 18.18 % opined that they frequently notify, 17.48% thought that they occasionally notify, 5.59 % opined that they seldom notify and 0.69 % opined that they never notify whatever is related to the faculty. 53.84 % respondents were of the view that the heads of teaching departments always keep aware their colleagues about the decisions made in the meetings of the heads of teaching departments, 23.076 % opined that they frequently keep them aware, 12.58 % thought that they occasionally keep them aware, 7.69 % opined that they seldom do and 2.79 were of the view that they never do. 51.74 % respondents were of the view that the heads of teaching departments always exchange views with their counterparts about the promotion of educational activities, 10.48 % opined that they frequently exchange views with their counterparts, 16.08 % thought that they occasionally do, 12.58 % opined that they seldom do and 9.09 opined that they never share information with their counterparts regarding promotion of educational activities in educational institutions. 41.25 % respondents opined that the heads of teaching departments always seek views of the teachers on different issues, 31.46 % opined that they frequently seek opinions of teachers, 20.27 % thought that they occasionally do, 4.19 % opined that they seldom do and 2.79 % thought that they never seek opinions of teachers on different issues. 55.24 % respondents were of the view that the heads of teaching departments always let their colleagues to seek information from every source, 9.09 % opined that they frequently let their colleagues to seek information from every source, 14.68 % opined that they occasionally do, 12.58 % were of the view that they seldom do and 8.39 % opined that they never let their colleagues to seek information from every source. 53.14 % respondents opined that the heads always provide opportunities to discuss various issues with their colleagues, 26.57 % respondents were of the view that the heads frequently provide opportunities, 11.88 % opined that they occasionally provide, 7.69 % thought that they seldom provide and 0.67 % opined that they never provide opportunities to discuss various issues with their colleagues. 37.14 % respondents were of the view that the heads always invite participation of staff members

in framing institutional plans, 29.37 % opined that they frequently invite participation, 18.18 % thought that they occasionally do, 11.18 % opined they seldom do and 4.19 % opined that they never invite participation of staff members in institutional plans. 54.54 % respondents were of the view that they always call teachers to discuss every particular issue, 13.98 % opined that they frequently call teachers, 13.98 % thought that they occasionally call, 3.49 % opined that they seldom call and 3.49 % opined that they never call teachers to discuss every particular issue with them. 55.24 % respondents were of the view that the heads of teaching departments always encourage teachers to communicate whatever they want to communicate, 17.48 % opined that they frequently do, 11.88 % thought that they occasionally do, 7.69 % opined that they seldom do and 7.69 % opined that they never encourage teachers to communicate whatever they want to communicate. 54.5 % respondents were of the view that they always keep channels of communication, 18.88 % opined that they frequently keep channels, 14.68 % thought that they occasionally keep open channel of communication, 9.09 opined that they seldom keep open and 2.79 % were of the view that they never keep open channels of communication. 33.96 % respondents thought that the heads of teaching departments always use both formal and informal ways of communication, 32.16 % thought that they frequently use, 21.67 % opined that they occasionally do, 8.39 % opined that they seldom do and 4.19 % thought that they never use both formal and informal ways of communication. 62.23 % respondents were of the view that they always listen to their colleagues whenever they have something to discuss it with them, 17.48 % thought that they frequently listen to their colleagues, 12.58 % opined that they occasionally do, 3.49 % thought that they seldom do and 4.19 % opined that they never listen to their colleagues whenever they have something to discuss it with them. 48.25 % respondents thought that they always provide information regarding rules and regulations governing service of the employees in staff meetings, 20.97 % opined that they frequently do, 17.48 % thought that they occasionally provide information, 7.69 % opined that they seldom provide and 5.59 % thought that they never provide information regarding rules and regulations of the service. 44.05 % respondents were of the view that the heads always invite all concerned to give them feedback, 20.27 % opined that they

frequently invite, 21.67 % respondents thought that they occasionally do, 8.39 % opined that they seldom invite and 5.59 % respondents were of the view that they never invite all concerned to give them feedback. 68.53 % respondents opined that the heads always allow faculty members to meet and discuss their problems with them, 14.68 % viewed that they frequently allow faculty members, 8.39 % opined that they occasionally do, 5.59 % thought that they seldom do and 2.79 % opined that they never do. 64.33 % respondents thought that the heads of teaching departments always initiate dialogue with their colleagues, 10.48 % opined that they frequently initiate dialogue, 11.18 % viewed that they occasionally do, 9.09 % opined that they seldom do and 4.89 % opined that they never do. 39.16 % respondents opined that they always convey suggestions of their colleagues to high ups, 21.67 % viewed that they frequently do, 20.97 % occasionally do, 11.88 % opined that they seldom do and 6.29 % thought that they never do. 37.76 % respondents were of that the heads of teaching departments always keep authorities informed of their colleagues' performance, 33.56 % respondents opined that they frequently do, 16.78 % viewed that they occasionally do, 6.99 % thought that they seldom do and 4.89 % thought that they never do. 41.95 % respondents were of the view that the heads always share information with their subordinates, 16.78 % opined that they frequently do, 19.58 % thought that they occasionally do, 15.38 % viewed that they seldom do and 6.29 % opined that they never do. 57.34 % respondents were of the view that they always favor establishing effective channels of communication with all concerned, 20.97 % opined that they frequently favor. 13.28 % thought they occasionally do, 6.99 % opined that they seldom do and 1.39 % opined that they never favor establishing effective channel of communication. 54.54 % respondents opined that they always distribute agenda of the meeting in advance, 18.18 % opined that they frequently do, 11.18 % thought that they occasionally distribute, 11.88 % thought that they seldom distribute and 4.19 % opined that they never distribute agenda of the meeting in advance. 62.23 % respondents opined that they always make every effort to provide favorable environment for faculty meeting, 14.68 % were of the view that they frequently do, 12.58 % opined that they occasionally do, 6.99 % viewed that they seldom do and 3.49 % thought that they never make effort to provide favorable environment for faculty

meeting. 64.33 % opined that the heads always believe in free and frank discussions on every matter related to educational enterprise, 18.18 % thought that they frequently do, 6.99 % viewed that they occasionally do, 6.99 % opined that they seldom do and 2.09 % were of the view that they never do. 62.93 % respondents opined that the heads always encourage someone is communicating something to them, 9.79 % opined that they frequently do, 10.48 % viewed that they occasionally do, 10.48 % thought that they seldom do and 6.29 % thought that they never do. 67.83 % respondents were of the view that the heads of teaching departments always provide free chance of participation to every member in group discussion, 15.38 % opined that they frequently do, 10.48 % viewed that they occasionally do, 4.89 % thought that they seldom do and 1.39 % opined that they never do.

Conclusion

The heads of teaching departments play a very positive role in the promotion of communication. They promote both formal and informal communication. In formal communication, they promote communication in three directions: (1) Downward (2) Upward, and (3) Horizontal communication.

Discussion

Most of the respondents strongly opined that the heads of teaching departments call meetings of teachers. As Cocar (2006) stated that administrators often used downward communication in which they transmit messages from the top cascading to the rank. Majority of the respondents strongly opined that the heads keep authorities informed on their colleagues' performance. Cocar (2006) stated that administrators use upward communication for formalization of relationships with subordinates. Most of the respondents opined that they facilitate participation of staff members in framing institutional plans. Andrews and Herschel (1998) cited that Katz and Kahn identified five categories of downward communication: (1) job instructions (2) rationale (3) information (4) feedback, and (5) indoctrination or motivation. The respondents strongly opined that the heads conveys suggestions of their colleagues to high ups. Andrews and Herschel (1998) cited that Katz and Kahn stated that upward communication usually occurs in one of these forms: (1)

Employees' comments about themselves, their performance, and their problems (2) Their reactions and ideas about others' behaviors and problems (3) Their reactions to organizational practices and policies (4) Employees' thoughts about what needs to be done and how it can be done.

Majority of the respondents opined that the heads keep channels of communication open. Successfully exchanging information at work result in higher levels of assimilation and retention, indicated by higher productivity, job satisfaction and organizational commitment. (Dinsbach et al, 2007). The respondents strongly perceived that the heads of teaching departments use both formal and informal ways of communication. The respondents were of the view that the heads listen to their colleagues whenever they have something to discuss with them. Madlock (2008) stated that there existed strong association between communication, leadership, and employee job and communication satisfaction. The heads of teaching departments initiate dialogue with every one. The respondents strongly perceived that the heads seek views of the teachers on different issues. Hunt and Hargie concluded that there was a need for improved communication to facilitate the more effective management of education managers and their staff. Therefore, greater communication skills training for managers are recommended. Most of the respondents opined that the heads distributed the agenda of the meeting in advance. Communication satisfaction occurs when ideas are interchanged within a climate characterized by trust, respect, support, constructive feedback and mutual understanding. The respondents of the study conceptualized communication satisfaction as a multidimensional construct, the quality of communication relationship is among coworkers and between employees and supervisors was the main source of satisfaction or dissatisfaction. Seventy-two percent employees' responses and 57 % supervisor responses focused on issues related to communication climate (Varona, 2002). The respondents strongly perceived that the heads of teaching departments made every effort to provide favorable environment for faculty meetings. Raphael (2004) stated that there existed strong positive correlation between social skills and job satisfaction.

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