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Distance Education at a Glance

Nasreen Akhter*

Abstract

Distance education is a process of teaching in which a system of instruction is developed to teach pupils without having physical contact between instructor and learners. It is one of the most popular systems to educate people now a days. Many of institutions in the world are using this system to deliver education to especially deprived groups and working class in different areas. This paper aims to discuss concept of distance education with the purpose to explain its process and provide guidelines to establish quality distance education system in institutions. It concludes that distance education system needs proper structural arrangements. It demands arrangements to fill in the gap between teachers and learners who are separated to each other. Without having approach to required forms of media, experts in distance teaching, preparing the study packages to guide learner to enable them to work autonomously in advance to announce admission in courses, start of programs through this system can spoil the quality education in a country. So, institutions should evaluate their programs evaluating effectiveness of all elements. They should appoint managerial as well as academic staff or arrange trainings of current staff to provide quality education to distance learners.

Key Words: Distance education, quality education, components of distance learning, effective distance learning environment

Introduction

Distance education is a system to achieve the target to spread education at all levels and educate all. It is flexible in implementation of rules and getting popularity all around the world. According to Tait (1988) open education without entry qualification, home based nature of study, part time study, opportunity in some institutions to enroll and start at any time has motivated people to gain education at any stage of life. It is

* Assistant Professor, Department of Education, The Islamia University of Bahawalpur. E-mail: nasreen.akhtar@iub.edu.pk, drnasreenakhtar01@gmail.com

free from the restrictions of gender, race and age. This means distance education is flexible in rules. So, flexibility has attracted people's attention to adopt this mode. Its features have attracted people to accept it without hesitations.

Cost effectiveness is one of the most important features of distance education. This system facilitates people spending less money. It is more affordable way of education for common people as well as for institutions. According to Khvilon (2002, p.70)

Open and distance learning is more cost-efficient. The factors that contribute to make this system cost effective include; the use of media enabling relatively few teachers to reach very large numbers of students, the fact that distance education systems do not need classrooms and a very different cost structure of distance education arising from the substitution of capital in the form of teaching materials for labor in the form of teaching.

Distance education programs can provide access to courses on a much large scale and wider geographical reach. This system can overcome regional differences in access to education. It is a tool in hands of organizations to equalize educational facilities in all parts of the world (Rao, 2004). Moreover, it is helpful to overcome the institutional, situational and dispositional barriers. It increases educational facilities for disadvantaged groups who may exclude from regular classes because of any reason. Talesra (2004) views that the rationale for open and distance education from its earliest days has been to open opportunity for learners to study regardless of geographic, socioeconomic or other constraints.

A prominent change in the system of education noted todays is that governments and organizations are using it as a tool to improve the quality of education. According to HEC, Pakistan (2012), this method is good to control quality of education in the country. The persons qualified through distance education can perform better in their field of study than those who get degree by passing examinations as private candidates. Private candidates study for very short period of time before examinations. They appear in examinations and get degree but cannot perform well in competitions equal to those who earn degrees as regular candidates.

In fact, Governments are facing problems to provide educational facilities to people because of insufficient resources. They have distance education as a source to fill in the gap between demand and provision (Rashid, 1992). But, each university needs to spell out timeless and timely issues it faces in distance education planning process. Such effort illuminates the gaps that must be filled to make good choices in the system of distance education (Bunn, 2009, p. 66).

As, benefits of distance education has inspired formal institutions in Pakistan and other developing countries feel no hesitation to introduce courses through distance learning mode along with their traditional programs. Formal higher education institutions are in the process to become dual mode institutions. But, unfortunately, formal teachers and traditional organizers are involved in the process to establish rules for distance education in most of dual mode institutions. They are not aware about the philosophy of distance education, its theme and procedures. This calls attention to explain the concept of distance education to those who have authority to build this system in the country like Pakistan. Therefore, present study was an attempt to discuss the concept of distance education and explain its basics to those who want to introduce distance learning courses without having its qualification, training and expertise. Objectives of the study were:

1. Review the concept of distance education in views of experts in distance education.
2. Discuss components that complete distance learning process.
3. Prepare guidelines for establishment of quality distance education system in the institutions who are in process to introduce distance learning courses.

Significance of the Study

1. This study is important for planners and organizers to understand that distance education system is neither a joke nor a weak system of education. It has its rules and needs accomplishment of some tasks before starting a program through this mode.
2. Present study has explored views of experts about the process of distance learning, its requirements and guidelines for different aspects of distance education. Students and scholars can use this study as a source to understand the process of distance education. Organizers involved in the process to introduce this new system in their institutions can get guidelines for setting rules and procedures for different components of educational programs.
3. The organizers working in institutions where distance education courses have already introduced can evaluate their programs by self-evaluation. They can prepare shortcomings of their system and work to improve it bringing required changes in the system.
4. Ultimately, this study can laid down guidelines for the quality distance education system in the country

Procedure of the Study

This study required to search literature, analyze concepts and explore rules and requirements of the process of distance education. Therefore, literature on topic under study was searched through library search and online search methods. A discussion on material searched has reported below.

Review of Related Literature and Discussion

Distance education is a method of non-formal education. Distance education means teaching students even when they are far away from the institution and teachers. Theme of distance education bases on willingness of institutions to provide education to all when learners are unable to attend the institution on regular basis or feel difficulty to meet the teacher physically to attend classes in the formal classroom/ institution.

Distance education is contrasted with the formal system of education. In this system of education, physical interaction between learners and teachers lacks. Teacher is assigned duty to guide students but not in the traditional manners. In traditional teaching, students enrolled in a course are bound to attend the classes regularly. They are restricted to cover courses under the physical supervision of teachers and institution before appearing in examinations. Distance education on the other hand is flexible in rules of attendance in the institution. A distance learner is required to study course, complete assignments and appear in examinations and other occasions in traditional setting whenever institution requires.

Distance education is a modern approach to teach the people at different levels and also accepted worldwide. Due to its acceptance by people, distinction between distance learning and campus based learning is gradually distorting. According to Panda (2005, p.2) "the dividing line between distance learning and campus based learning is gradually blurring and convergence through the mechanism of ICT, networked flexible learning and credit transfer/ accreditation is taking place".

Puri (2006) described it as a modern form of education that facilitates educational facility to deprived groups of society and equips people to meet the challenges of society. Isani and Virk (2005) state; distance education is flexible in rules and adaptable for all levels of education. People all around the world are happily accepting distance education. Svetlana, Stojić, Dobrijević, Stanišić and Stanišić (2014) observed that this is becoming a valuable and suitable educational experience for distance learners as well as institutions introducing the learning management systems. Rai, Bajpai and Singh (2007) described that distance education is now internationally recognized and accepted as a substitute channel for providing broader access to education in a cost effective manner as a mean for continuing lifelong education.

According to Holmberg (1981, p.11) distance study is learning supported by those teaching methods in which, because of the physical separateness of learners and teachers, the interactive, as well as the pre active phase of teaching is conducted through print, mechanical or electronic devices. Dib (1988) states; distance education is adverse to formal system of education. In educational setting of distance learning, traditional classrooms are not needed because attendance of students in the institutions is not required. On the other hand, a distance education setting requires places for

organizers, teachers, authors and audio visual experts who compose materials for the use of distance learners and make dissemination of materials.

Idrus and Atan (2005, p.13) state; in distance education process, teacher and learner do not meet regularly but for practical sessions and tutorials contact between teacher and learner is required. Learner learns in autonomy but educational content and learning experiences are provided to learner by the use of technology. Akhter (2012) views, constant control of teacher is not offered in distance education. Institutions deliver instruction to students using traditional and modern media. Institutions choose the type of media according to their resources and students' feasibilities.

By reviewing and analyzing the views of different authors and scholars (stated above), it is concluded that distance learning situation requires:

1. Structural system
2. Distance between teacher and learner
3. Autonomy of learner
4. Communication system
5. Subject matter
6. Nontraditional classroom
7. Guided didactic conversation
8. Feedback on learners' performance

Structural System

A brief description of above elements has given Structural System. Distance education needs a structural system. It is a method of non-formal education. In non-formal education, planning about education, establishment of institution, setting of curricula, instruction of courses, examination and certification like the formal education is required but with the flexibility in implementation of educational plan to learners at teaching phase. According to Dib (1988, p.302) whenever, strategy of education includes the flexibility in attendance of students, less contacts between teachers and learners and learning activities of students, characteristics of non-formal education are found in the system of education. This means; distance education that is a form of non-formal education has planned system and needs the structural system to achieve its targets.

The structural system of distance education requires resources to make communication of materials and instruction to learners. According to Pyari (2011, p.96) structural system of distance learning needs to provide facilities to learners to become independent learner so he may take greater responsibility for learning. For this purpose structural system of distance needs to provide several choices to choose the contents for study and adopt multiple ways to provide learning experiences to students. This means a distance education institution needs to provide study package to learners who are

enrolled in a course. Each study package should include study materials, study guide, assessment activities and reference materials to study the course completely. Study package should be completed from all aspects and must indicate numerous additional resources in the study guide to comprehend each concept. No doubt, preparation of course books, selection of study materials and dissemination of materials to the students is possible by the human efforts. So, structural system of distance education is possible by providing building to staff, recruiting the academic as well as managerial staff, developing traditional and modern communication system, classrooms for occasional meetings, educational sites for dissemination of instructions, and instructional materials to students.

Distance between Teacher and Learners

Distinct feature of distance learning is the lack of coordination/ link between learners to their teachers. The theme of distance education is based on the reality that teacher and learner both are parts of the education system. A course is assigned to students to cover by their own effort. No doubt teacher is allocated to students but there is no provision of regular meeting of students and teachers in the system of education. Distance education trusts on learner's autonomy.

Program of distance education has introduced in the era of education to facilitate those who are unable to attend the institution on regular basis due to any problems. This means all educational structure, rules of instruction, selection of educational materials for learners and study packages for each course are especially prepared for distance learners. This also clears to organizers of institutions that a course developed for traditional learner cannot be offered to a distance learner. A traditional teacher may be having lot of awards of teaching cannot give suitable results in distance education if he is not trained to deal with the distance learners. The gap between teacher and learner can never be removed but compensated in the form of providing suitable help to learners by assigning eligible teachers who have background to the distance education method in the sense of having specific qualification, training, research and work experience.

Autonomy of Learner

Term autonomy means independence, self-sufficiency and sovereignty. In distance education, term autonomy of learner explains the meaning of independence of learner in studying, understanding and managing learning activities by self. Learner studies independently in his own environment. He remains free from the constraints of physical attendance in a traditional classroom for study and carries on self-directed learning. According to Santos and Camara (2010) in the process of distance learning, learners are pushed on searching for materials, exchange resources to their fellows and participate in activities.

The person choosing distance learning should be firmly liable for his own studies, learning and aware of his own problems. To prepare distance learners to become autonomous, learners should be given practice to develop pedagogical skills to search and learn materials and cover courses. Murphy (2007) and Pyari (2011) states; autonomy of learner requires discipline, decision taking, organization, persistence, motivation, assessment and responsibility of learners.

Communication System

In distance education teacher and learner get little chance for face to face interaction. Distance learner mostly remains at distance from his teacher. Role of learner as discussed previously remains independent in learning process. Learner does independent study. He does self-directed study but always feel the need of guidance of a teacher at various stages. Communication media is used to reduce the gap between teacher and distance learner. Pyari (2011) states purposes to use media for two purposes; self-study and educational communication to learners. According to Holmberg (2008) one or more media are used for the interaction of tutor and distance learners and for communicating subject matter in instructional process. The forms of media include the printed media, audio and video recordings, telephone conversations and computer communication.

Khvilon (2002) views that communication media is used to convey information to learners and develop communication between teacher and learner as well. Communication media means different forms of communication technologies. These communicate messages to learners in the form of text, sound, and still and moving images.

In short, distance education uses traditional and modern forms of media like as print media, broadcast media, telecast media, internet and satellite etc. With the advancement of technology, electronic media is mostly preferred now days. It is fastest and flexible way to communicate messages of the institution and teachers to their learners. That's' why, virtual model of distance education and blended way of instruction are getting more popularity in the field of distance education.

Subject Matter and Learning Material

Distance learning is an independent study program. Distance learner study independently most of the time. He needs a complete and comprehensive subject matter. Subject matter is the course material that learner covers during the whole course period. It is necessary for distance learners to prepare themselves for examinations. According to Khvilon (2002) subject matter related to the course is important need of distance learners. He views that it is needed to stimulate learners for self-directed study.

Learning material is provided before the start of session/ semester. It can be provided to learners in the shape of study guides, reference material, exercises, assessment activities, web sources, compact discs and cassettes. The learning material should be flexible in use, cover whole course, according to level of learners, according to demands of field of study and interesting for the entire group of learners.

Different experts have given views to develop effective learning materials for distance learners. Kamfer (1972) said, learning material of good quality bears some qualities that include accuracy in content, unambiguity, clarity in expression, unbiased, detailed, balanced, stimulating and sufficient in amount of knowledge. Gagne, Briggs and Wager (1992) recommended course developers to develop course material writing achievable instructional objectives, linkup previous knowledge of learners with the present information, follow the rule of motivation for reading and include feedback activities in the material. Lockwood (1992) suggested, include material that matches to the instructional objectives of the topic and adopt appropriate style of writing according to the profile of learners and requirements of topics. Rowntree (1994) said that author should write like he is talking to the learners. He must write short sentences, short paragraphs, use active verbs and illustrations to make content understandable for learners.

Keeping in view the views of scholars, it is concluded that a quality learning material is necessary for effective execution of distance learning program. Unless, having a standard learning material, distance education program cannot give the targeted objectives of distance education.

Non−Traditional Classroom

Distance education conditions do not requires a traditional classroom for the whole period of study. It requires traditional classroom situations only for specific situations like as during face to face tutorial, workshop and practical. Most of the time teacher and learner do not meet in traditional classroom situation. According to Hassemburg (2009) most of instruction is done through use of technology in distance education while learners and teacher are not physically present in a classroom condition.

Away from the classroom is a significant feature of distance education. Therefore, distance education needs a well-equipped building for broadcasting and telecasting of on air programs. It needs well equipped studios to record programs that can be uploaded on websites and television channels to facilitate learners to study course contents and cover courses before examinations. Best facilities of modern communication technologies can help distance education institutions to plan and implement effective learning experiences for distance learners. It can be used as a tool to improve the quality of distance education.

Guided Didactic Conversation

Guided didactic conversation means directed educational chatting between tutor and distance learner. According to Pyari (2011, p.97) guided didactic conversation means "conversation in the form of two way traffic that occurs through the written and telephone interaction between students and tutors and others belonging to the supporting organization".

In distance education, various educational activities of learners are watched and evaluated by tutors. During a semester, normally following activities are part of educational program to provide guided didactic conversation to distance learners.

- Tutorials
- Assignment evaluation
- Workshop
- Tutorials

Tutorials as defined by Pulist (2005, p.116) include "printed instructional materials or verbal lectures delivered face-to-face by tutor himself". In traditional setting, tutorials are arranged in study centres. With the use of electronic media in instructional process of distance education, tutorials are possible to arrange through telephone, teleconferencing and internet now a days. During tutorials, distance learners are provided chances to talk with their tutors. During tutorials, distance learners meet tutors and discuss their study matters with them. They attend lessons delivered by tutors and clear their concepts about the topics and contents that are difficult for them to learn independently. Main purpose of tutorial is to help learner to become an independent learner. Good discussion and guideline given to distance learners during the tutorials help distance learners to achieve the goals of distance education.

Assignment Evaluation

Each learner is assigned some assignments. Learners prepare assignments and give them to the allocated tutors for marking. Each tutor evaluates assignments and submits assessment record to the institution. While evaluating assignments, role of tutor is not only to tick and cross the responses. Role of tutor demands him to evaluate assignment with consideration, highlight strengths and weaknesses of responses, mention guidelines on specific parts of answers to enable learner to develop comprehension about the ways to improve assignment. Ideally marked assignments help learners to understand the quality of work produced in assignment. It clears them; what was right? What was wrong in answers? Wat could be strategy to improve the answers. No doubt, this role demands the system to appoint and hire qualified and trained tutors having knowledge about the strategies to work in distance education.

Workshop

Tutors and workshop coordinators face the students in the class during workshops. They deliver lessons on topics and conduct discussions. They talk learners about their problems and provide guidance to solve their problem. So, workshop becomes a direct source to provide guided didactic conversation to distance learners.

Feedback on Learners' Performance

Role of distance learner demands independent work. Distance learner studies the materials independently, solves his assignments and complete courses before examinations. Examinations are compulsory component of distance education system. The institution does arrangements to provide feedback to learners on his performance in different components like as assignments, workshop presentations and examinations. A well-established distance learning program gives feedback to learners on their performance during the course and at the end of course. This feedback motivates learners to work hard, complete assigned tasks timely and save proof of their success.

Conclusion and Implications

Distance education is useful for government, institutions and people from different aspects. In next years, the providers of education will face more difficulty to provide education to all in developing and under developing countries. Use of technology in education has made possible to replace conventional education especially at higher level into the distance mode now a days that will expand in future. So, keeping in view the demand of education and from business point of view competition between conventional and distance education is expected to be deeper in future. Due to the convenience, purchase power and flexibility of rules, it is expected that students will also prefer distance mode on conventional mode of education in future. So, need is to evaluate our present system of education, evaluate need for distance education in different areas and start distance education courses along with the formal courses but not without ensuring the basic requirements of distance education program. Otherwise, travelling towards progress in education can be decline to the quality of education. While starting distance education program, planners and organizers may ensure followings.

1. Institution should have a proper infrastructure and setup to plan and organize different activities of the program.
2. Unless having experts who are well qualified in the subject as well as in distance education mode, any institution may not start any program on distance education mode.
3. Study packages for distance education programs should be prepared especially to meet the needs of distance learners. These packages should be different than the portfolios of programs used in traditional courses.

4. Quality checks on different occasions may be taken by quality ensuring cells to evaluate system of education in different institution.
5. Accreditation councils should evaluate organizational structure and different components of programs. The institutions that have started distance education programs without preparing themselves to deal distance learner differently may be banned to continue the program in future.
6. Training of staff is necessary to run a distance education program successfully. So, present dual mode institution may arrange trainings of staff working in formal mode. The training must be designed and organized involving senior experts working in renowned distance education institutions.

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Relationship between Leadership Styles of School Heads and their Teachers' Job Satisfaction as Moderated by Locus of Control and Task Structure

Ghazala Naureen*
Riffat-un-Nisa Awan**
Anam Noshaba***

Abstract

The purpose of this study was to test the assumptions of path-goal theory in school setting. This study was designed to investigate the relationship between four leadership styles (directive, participative, supportive and achievement-oriented) of school heads and their teachers' job satisfaction as moderated by locus of control and task structure. Sample was consisted of 500 teachers of 211 secondary schools. Four instruments were used to measure leadership styles, job satisfaction, task structure and locus of control. Structural equation modeling was used to test hypothetical model of the study. Results show that task structure and locus of control are not strong moderators as predicted by Path-Goal theory. Findings indicated that there was direct relationship among all the leadership styles and job satisfaction. Task structure only effected the relation between achievement-oriented style and job satisfaction.

Key Words: Path-Goal, Leadership Style, Job Satisfaction, Locus of Control, Task Structure

Introduction

Leadership is a universal phenomenon which is even observed in many species of animals, such as matriarchal elephants and patriarchal gorillas (Bass, 2008). The literature mainly focus that leadership is a process in which leader and subordinates make changes to achieve organizational goals. There are several different theoretical bases for leadership. There are three major classifications of leadership theories which include trait, behavioral, contingency. One of the older theories is trait theory or great person theory which implied that some individuals have inborn qualities which makes

*Assistant Professor, Department of Education, Lahore College for Women University, Lahore.
E-mail: g_noureen@yahoo.com
**Associate Professor, Department of Education, University of Sargodha.
***PhD Scholar, IER, University of the Punjab Lahore.

them leader (Luthans, 2011). Behavioral theories try to explain styles of successful leaders which they used to make their organization successful or to identify the nature of their job. Contingency theories of leadership emphasize the importance of situational factors, external environment and the characteristics of followers. Path-goal theory is one of these contingency theories which is derived from the expectancy theory of motivation developed by Victor Vroom in 1964.

House (1971) developed path-goal theory of leadership. It takes out basics from the Ohio State leadership research on initiating structure and consideration and the expectancy theory of motivation. The theory mainly focuses on followers' satisfaction and motivation.

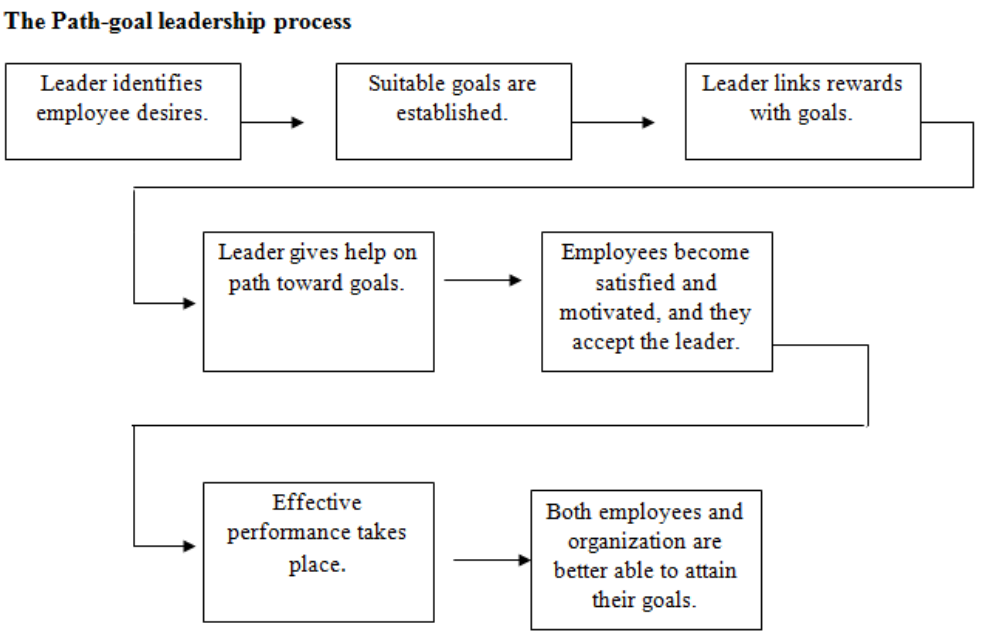

Figure 1. Organizational behavior. Human behavior at work (Newstorm & David, 1997).

There are four common propositions of Path-goal theory. These all are based on the studies of House (1971), House and Dessler (1974), and House and Mitchell (1974). Foundation of Path-goal theory relies on following propositions:

1. Followers will admit a leader's behavior if it is a direct cause of satisfaction or helpful to future satisfaction.
2. A leader's behavior may raise effort when it makes satisfaction of a subordinate's desires dependent upon efficient performance and/or when it

balanced the work situation through training, support, direction, and rewards necessary for good performance.

3. Leader's job is to increase a follower's emotional and mental condition in such a way that in result he/she motivated towards the job and satisfied.
4. It will decide by the situation that which behavior should be adopted to increase motivation.

According to this theory, the role of a leader is defined as to help, give direction and explains the goals to followers and to remove hurdles, make the path easy so followers can achieve goals. House and Dessler (1974) propose that there are six ways in which a leader can perform his or her job.

1. Identifying followers' desires.
2. Raising personal payoffs of followers to achieve goals.
3. Make the path easy to these payoffs by providing direction and training to followers.
4. Assisting followers clarify expectancies.
5. Reducing hurdles.
6. Increasing the chances for personal satisfaction dependent upon efficient performance.

House and Mitchell (1974) defined four types of behavior in further definite terms:

Directive leadership is like the "initiating structure" idea explained in the Ohio State studies and the "telling" style explained in situational leadership. In this style head give directions to employees and tells them that what they have to do and how it is to be done (Northouse, 2010).

Supportive leadership is like consideration behavior which was recognized by the Ohio State studies. Supportive leadership shows concern for followers' welfare and personal needs. Leaders using supportive behavior are friendly, open-minded and they create pleasant work environment for subordinates. *Participative leadership* style includes involving followers in decision making process. Participative leaders take suggestions and opinions from followers, and combine all the suggestions and make a decision to precede organization. *Achievement-oriented leadership* includes challenging the followers to perform at their best level. These types of leader show confidence and establish challenging goals for followers to achieve.

House and Mitchell (1974) recommended that leaders may adopt one style or adopt all of these four styles according to situation and followers needs. In addition, path-goal theory explains two important situational contingencies:

1. Subordinates characteristics which are locus of Control, perceived ability, authoritarianism, and needs.
2. Environmental characteristics which are task structure, formal authority system, work Group, relations and role Ambiguity.

Only one situational variable from each category has been selected for his study i.e. task structure from environmental characteristics and locus of control from subordinates characteristics, so these two variables are being discussed here.

Locus of Control (LOC)

Julian Rotter's (1954) developed concept of locus of control from social learning theory of personality. Locus of control refers to the degree of the faith of an individual that how much his/her actions affect the results. If an individual feels that he/she have control on his/her life, then he/she has an internal LOC. On the other hand, if an individual believe that his/her life is controlled by luck and fate, then he/she has an external locus of control. Employees with an internal locus of control choose participative and achievement-oriented leadership styles and might be irritated by a directive style because they believe that they have control over work environment. Individuals who have external LOC think that their work environment is controlled by fate and luck, so they are more comfortable with directive and supportive leadership (McShane, Glinow & Sharma, 2006).

Task Structure

According to House and Dessler (1974**)** task structure is a degree to which a job, work obligation, implementation of policies and procedures is easy, repetitive, and definite. A low task structure refers to an unclear and challenging task a high task structure is vice versa (Awan et al., 2011). Directive leader behavior is frequently studied in relation with followers' job satisfaction by taking task structure as a moderator variable (Awan, 2003). Employees in repetitive and easy jobs may want supportive leadership to assist them to deal with the boring work. Participative leadership is suitable when task is non-routine because employees are not much familiar with the rules to perform the task then this leadership style helps them to attain challenging goals. House (1971) and House and Dessler, (1974), found support for task structure on participative leader behavior.

Job satisfaction is the teachers' feelings towards the job of teaching, working conditions, relation with colleagues and principal. According to Testa et al. (1998) Employee satisfaction depends on the work environment and appraisal of the work situation. Schermerhorn, Hunt and Osborn (2002) said that job satisfaction is the emotion of a person towards the work. Situational factors that influence job satisfaction are physical condition, pay, security, desires like the needs to achieve, and to self-actualize.

As far the knowledge of researcher is concerned only one study has been conducted in Pakistan using path-goal framework (Awan, 2003). School is the basic unit of education throughout the world including Pakistan. No school will operate long without a capable head, because he/she is person who can make a school successful enterprise (Noureen, 2003). School effectiveness mainly depends on leadership qualities of school heads. There is a need to conduct research on path-goal theory on secondary schools because secondary schools are backbone of our educational system. To fill that gap present study is designed to investigate moderating effect of two situational variables on the relationship of leadership styles with job satisfaction of school teachers working in the schools.

Method

This study aimed to investigate the relationship between leadership styles and job satisfaction as moderated by locus of control and task structure.

Hypothetical Model of the Study

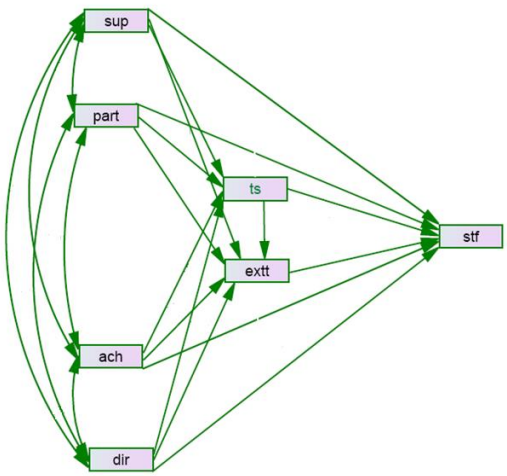

Figure 2. Hypothetical model of the study

Sup → Supportive style, Part → Participative style, Ach → Achievement-oriented style, Dir → Directive style, Ts → Task structure, Extt → External locus of control, Stf → Job satisfaction

Leadership style is independent variable, job satisfaction is dependent variable and locus of control and task structure are moderators. The purpose of the study is to find out relationship between leadership styles and job satisfaction as moderated by locus of control and task structure. This model shows all the paths which are tested in study by using structural equation modeling (SEM).

A list of Govt. High Schools was collected form DEO's (District Education Officer) office Lahore and Mandi-Baha-Uddin. Total no. of schools was 426 in both districts i.e. 339 in Lahore and 87 in Mandi-Baha-Uddin. Systematic sampling technique was used to select sample. From the lists of Govt. High Schools which were collected from DEO's office every 2th school was taken. Five hundred Senior School Teachers (Male & Female) were selected from two hundred and eleven schools. Average three teachers were selected from each school who were available on the day of visit.

Instruments

Path- Goal Leadership Questionnaire: House and Dessler in 1974 found items for three leadership scales: participative, directive, and supportive by factor analyzing the LBDQ-XII elements (Initiating Structure and Consideration). House and Dessler (1974) then added more items by themselves to accomplish participative scale. Furthermore, In 1974 House and Mitchell gave attention to achievement-oriented leadership and added four items to this scale. Leader behavior item was a five-point scale.

Minnesota Satisfaction Questionnaire (MSQ) The short from of the MSQ which was comprised of the 20 scale items was used.

Task Structure Scale: In 1974 House and Dessler developed task structure scale. It is measured by using 10-item. Task Structure Scale was based on five-point. Highest value was assigned to the responses representing repetitive or structured task and smallest value was given to diversity and unstructured task.

Internal-External Locus of Control Scale: The 29-item I-E Scale evaluate internal and external locus of control (Rotter, 1954). It is one of the most commonly used instruments to measure locus of control. From the two studies items correlations with the Marlowe-Crowne Social Desirability Scale, validity data, and reliability data resulted in reducing the scale to 23 items. The final version of the scale contains 23 forced-choice items plus six filler items (Jones, 1993, Silonis, 1991, Sims, 1992).

The variables used in this study were piloted to ensure their reliability. Fifty teachers were selected for pilot testing of the instruments (those were not included in the main study). The Cronbach's alpha of the all questionnaires ranges from .70 to .87. Data collection was done during February 2012 to June 2012. Data was analyzed by using structural equation modeling (SEM) through AMOS. SEM is a test which normally uses many statistical models for example multiple regressions, analysis of variance, path analysis, analysis of covariance, factor analysis, multilevel modeling and latent growth curve modeling. SEM brings both conventional and newly developed methods under one umbrella. SEM models are usually presented in path diagrams. The

path diagram shows theoretically recommended relationships among indicator variables, and latent variables and directional (regression) and non-directional (correlational) associations among latent variables (Bowen & Guo, 2012).

Results

The Analysis is focused on evaluating the causal relationships among the variables of the current study, addressing the following research questions:

1. Do the leadership styles develop the causal relationship with the job satisfaction moderated by locus of control?
2. Does leadership style moderated by task structure determine a causal effect on the job satisfaction?
3. Do the leadership styles moderated by both locus of control and task structure determine a significant causal relationship with job satisfaction in a model?

To address above three research questions of the current research, Path analysis under structural equation modeling (SEM) technique was adopted by using AMOS v.18. There are four criteria to test the model, such as; model specification, model identification, model estimation and model testing (Hair et al., 2010, cited in Abbas, 2011). This research study follows the already specified model of path-goal theory, thus the primary goal of this research was the model testing. The procedure of Model testing is basically aimed at determining how well the data fit the model (Schumacker & Lomax, 2010; Abbas, 2011). For this purpose, chi-square (χ^2) value is computed and statistically non-significant chi-square value shows that the model fits the data well. Along with these fit indices, while testing the model in the process of path analysis, the other standard is to observe the significance of the path coefficients (Abbas, 2011). In the present study, a 5% level of significance is adopted as the measuring criteria for the causal paths.

General Model 1

In the general model given in fig 3, following specific hypotheses were intended to test.

H_1. Supportive leadership style has significant causal relation with task structure.
H_2. Participative leadership style develops a causal effect on task structure.
H_3. Achievement-oriented style is significantly related to task structure
H_4. Directive style causes direct effect on task structure.
H_5. Supportive leadership style has direct causal effect on locus of control.
H_6. Participative leadership style develops a causal relation with locus of control.
H_7. Achievement-oriented style is significantly related to the locus of control.
H_8. Directive style causes direct effect on locus of control.
H_9. Moderating variables develops significant causal relation between them and the direction is from task structure to locus of control.

$H_{10.}$ All four leadership styles moderated through task structure positively influence the job satisfaction of the teachers.

$H_{11.}$ All four leadership styles moderated through the variable locus of control positively and significantly affect the job satisfaction of the teachers.

$H_{12.}$ Supportive leadership style develops direct causal effect on the outcome variable of job satisfaction.

$H_{13.}$ Participative leadership style directly influences the job satisfaction.

$H_{14.}$ Achievement-oriented style is significantly directly related to the job satisfaction.

$H_{15.}$ Directive style causes direct effect on job satisfaction.

Testing of General Model 1

At the first stage of testing the model, in the light of above given hypotheses, the bivariate correlations among all the seven variables of the model were computed in the table 1 along with their means and standard deviations.

Table 2. *Correlation Between all Variables*

Variable	N	Mean	SD	1	2	3	4	5	6	7
1. Supportive Style	500	22.19	5.63	1	.751***	.650***	.637***	.212***	.495***	-.007
2. Participative Style	499	14.50	3.94		1	.690***	.599***	.163***	.505***	-.065
3. Achievement-oriented Style	500	11.04	3.03			1	.547***	.242***	.502***	-.099*
4. Directive Style	500	18.96	4.94				1	.183***	.432***	-.089*
5. Task Structure	498	30.30	4.01					1	.211***	-.101*
6. Satisfaction	498	73.51	12.42						1	.013
7. Locus of Control	497	10.88	3.16							1

* $p < .05$ and *** $p < .001$

The bivariate correlations in the Table 2 showed that all four leadership styles developed a highly positive correlation with the moderator, task structure, as well as with the dependent variable of the job satisfaction. Whereas, the other moderator "locus of control" didn't show the significant correlation with two leadership styles, that is, supportive and participative. However, achievement-oriented and directive styles, as well as the other moderator, task structure, developed the significant correlations but negative. While this moderator variable, locus of control is failed to develop any significant correlation with job satisfaction.

In the light of these reflections, the general model was run in AMOS v.18. Figure 3 is presenting the general model for the variables of this study.

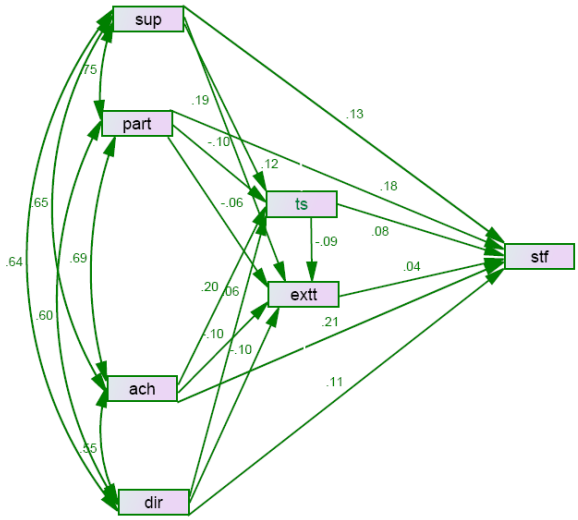

Figure 3. The recursive path model of influence of leadership styles on job satisfaction

The fit indices for the general model in figure 3 demonstrated that it couldn't be validated in Pakistani context statistically. Therefore, the path estimates were studied to test the hypotheses for the general model. The table 3 presents the path estimates of the variables.

Table 3. *Path Estimates for the General Model of Effect of Leadership Styles on the Job Satisfaction Moderated Through the Task Structure and Locus of Control*

Parameter	Unstandardized Coeff (β)	SE	T	Standardized Coeff (b)
H_1: sup → ts	0.084	0.051	1.655	0.119
H_2: part → ts	-0.099	0.074	-1.334	-0.097
H_3: ach → ts	0.265**	0.083	3.187	0.201
H_4: dir → ts	0.050	0.052	0.951	0.056
H_5: sup → extt	0.106*	.041	2.568	0.189
H_6: part → extt	-.050	.060	-.838	-.062
H_7: ach → extt	-.107	.068	-1.585	-.103
H_8: dir → extt	-.070	.042	-1.667	-.100
H_9: ts → extt	-.068	.036	-1.884	-.086
H_{10}: ts → stf	.263	.119	2.211	.085
H_{11}: extt →stf	.152	.147	1.035	.039
H_{12}: sup → stf	0.294*	0.136	2.169	.133
H_{13}: part → stf	.569	.195	2.920	.180
H_{14}: ach → stf	0.877***	0.222	3.954	0.214
H_{15}: dir → stf	.301	.138	2.187	.109

The path coefficients for the hypothesis H_3 depicted that among four independent variables, the variable achievement-oriented leadership style developed a

significant causal effect on the moderating variable; task structure [ach → ts = 0.265]. On the parallel side, among these four independent variables, supportive leadership style has shown the significant direct effect on the locus of control variable [sup → extt = 0.106] . Concerning the causal relationship between the moderators, the path coefficient was not found significant at 5% level but the p-value [ts → extt = -0.068, p=0.06] shows that this causal relationship may be significant if this model is refined after the removal of non-significant paths from it. Regarding the indirect effect of the independent variables on the job satisfaction, variables of leadership style significantly influence the job satisfaction moderating through the task structure [ts → stf = 0.263, p = 0.027]. On the parallel, independent variables couldn't develop the significant indirect causal effect on job satisfaction when passed through the locus of control variable. In case of direct causal effect of leadership styles on the dependent variable, job satisfaction, the significant path coefficients for $H_{12,}$ $H_{13,}$ $H_{14,}$ and H_{15} affirmed that all four independent variables have direct effect on the level of job satisfaction.

To prove this general model in the context of Pakistan, the non-significant paths were removed and model was refined, given as below.

General Model-Refined

After removing the maximum non-significant paths, the model was rerun again in AMOS. Refined general model is shown in the Figure 4.

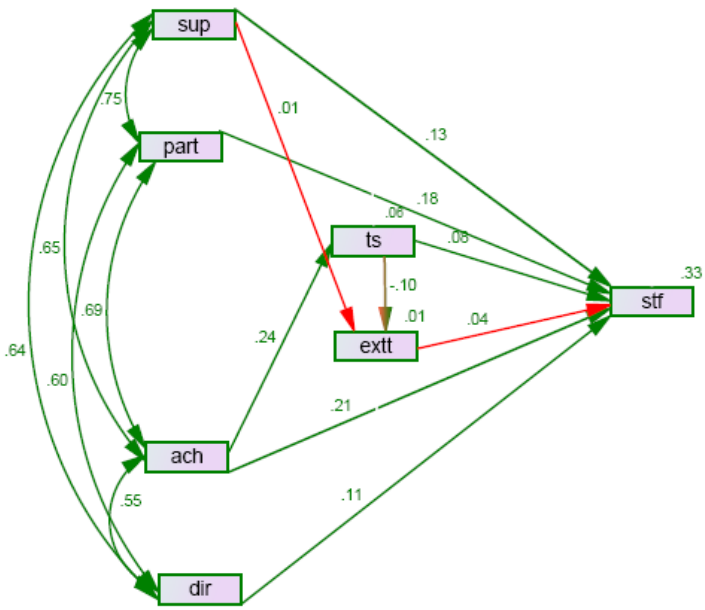

Figure 4. Refined General model of causal effect of leadership styles on the job satisfaction

All indices $X^2_{(normed)} = 2.560$, NFI = 0.988, CFI = 0.993, RMSEA = .056, & PNFI > 0, for this refined general model in Fig. 4 are confirming that sample data fit the model well. Hence we can conclude on the bases of our results that our theoretical model does exist in the Pakistan's context and for which our sample data fit in model too. All the path estimates are significant in the model in Fig 4, except the paths shown in red colour. The evidence that the leadership styles are related to each is confirmed because significant correlations exist among all leadership styles. In case of direct causal effect of leadership styles on the dependent variable, job satisfaction, the significant path coefficients for $H_{12,}$ $H_{13,}$ $H_{14,}$ and H_{15} affirmed that all four independent variables have direct effect on the level of job satisfaction.

General Model 2

H_1. Supportive leadership style has significant causal relation with Task structure.

$H_{2.}$ Participative leadership style develops a causal effect on task structure.

$H_{3.}$ Achievement-oriented style is significantly related to task structure

$H_{4.}$ Directive style causes direct effect on task structure.

$H_{5.}$ All four leadership styles moderated through task structure positively influence the job satisfaction of the teachers.

H_6. Supportive leadership style develops direct causal effect on the outcome variable of job satisfaction.

$H_{7.}$ Participative leadership style directly influences the job satisfaction.

$H_{8.}$ Achievement-oriented style is significantly directly related to the job satisfaction.

$H_{9..}$ Directive style causes direct effect on job satisfaction.

Testing of General Model 2

At the first stage of testing the model, in the light of above given hypotheses, the bivariate correlations among all the seven variables of the model were computed in the table 2 along with their means and standard deviations. The bivariate correlations in the Table 2 showed that all four leadership styles developed a highly positive correlation with the moderator, task structure, as well as with the dependent variable of the job satisfaction.

The fit indices for the general model in figure 5 demonstrated that it couldn't be validated in Pakistani context statistically. Therefore, the path estimates were studied to test the hypotheses for the general model. The table 3 presents the path estimates of the variables. The path coefficients for the hypothesis H_3 depicted that among four independent variables, the variable achievement-oriented leadership style developed a significant causal effect on the moderating variable; task structure [ach → ts = 0.265]. Regarding the indirect effect of the independent variables on the job satisfaction, variables of leadership style significantly influence the job satisfaction moderating through the task structure [ts → stf = 0.263, p = 0.027].

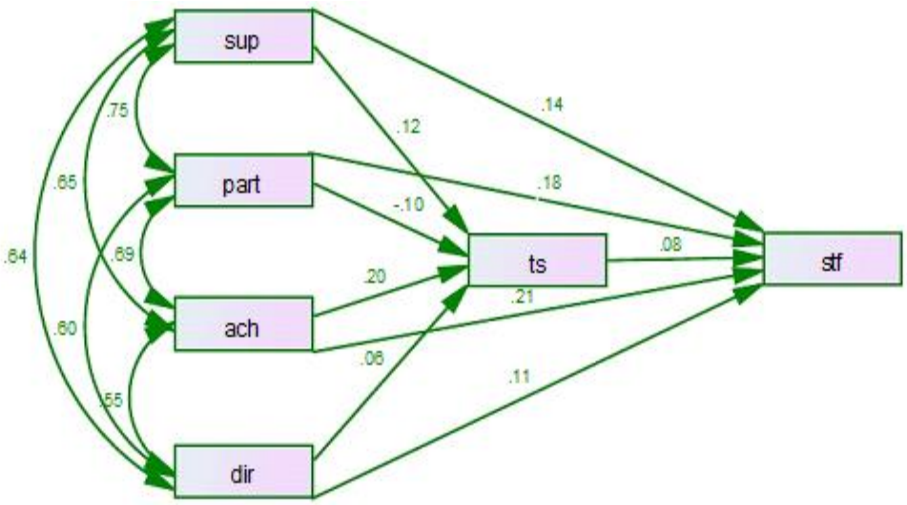

Figure 5. The recursive path model of influence of leadership styles on job satisfaction as moderated by task structure

To improve this general model in the context of Pakistan, the non-significant paths were removed and model was refined, given as below.

General Model 2 Refined

After removing the maximum non-significant paths, the model was rerun again in AMOS. Refined general model is shown in the Figure 6.

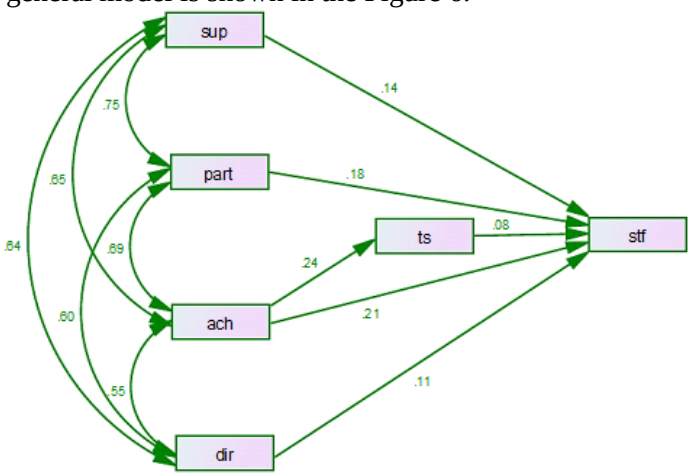

Figure 6. Refined General model of causal effect of leadership styles on the job satisfaction as moderated by task structure

All indices $X^2_{(normed)} = 1.705$, NFI = .973, CFI = .998, RMSEA = .038, & PNFI > 0, for this refined general model in Fig. 6 are confirming that sample data fit the model well. Hence we can conclude on the bases of our results that our theoretical model does exist in the Pakistan's context and for which our sample data fit in model too. All the path estimates are significant in the model in Fig 4. The evidence that the leadership styles are related to each is confirmed because significant correlations exist among all leadership styles. In case of direct causal effect of leadership styles on the dependent variable, job satisfaction, the significant path coefficients for $H_{6,}$ $H_{7,}$ H_8 and H_9 affirmed that all four independent variables have direct effect on the level of job satisfaction.

General Model 3

$H_{1.}$ Supportive leadership style has direct causal effect on the variable locus of control.
$H_{2.}$ Participative leadership style develops a causal relation with locus of control.
$H_{3.}$ Achievement-oriented style is significantly related to the locus of control.
$H_{4.}$ Directive style causes direct effect on locus of control.
$H_{5.}$ All four leadership styles moderated through the variable locus of control positively significantly affect the job satisfaction of the teachers.
$H_{6.}$ Supportive leadership style develops direct causal effect on the outcome variable of job satisfaction.
$H_{7.}$ Participative leadership style directly influences the job satisfaction.
$H_{8.}$ Achievement-oriented style is significantly directly related to the job satisfaction.
$H_{9.}$ Directive style causes direct effect on job satisfaction.

Testing of General Model 3

At the first stage of testing the model, in the light of above given hypotheses, the bivariate correlations among all the seven variables of the model were computed in the table 2 along with their means and standard deviations. The bivariate correlations in the Table 2 showed that moderator "locus of control" didn't show the significant correlation with leadership styles. Locus of control is failed to develop any significant correlation with job satisfaction. In the light of these reflections, the general model was run in AMOS v.18. Figure 4.6 is presenting the general model for the variables of this study.

The fit indices found for this general model in figure 7 demonstrated that it couldn't be validated statistically with all possible causal paths in Pakistani context. Therefore, the path estimates were studied to test the hypotheses for the general model. The table 3 presents the path estimates of the variables.

Supportive leadership style has shown the significant direct effect on the locus of control variable [sup → extt = 0.106]. On the parallel, independent variables

couldn't develop the significant indirect causal effect on job satisfaction when passed through the locus of control variable.

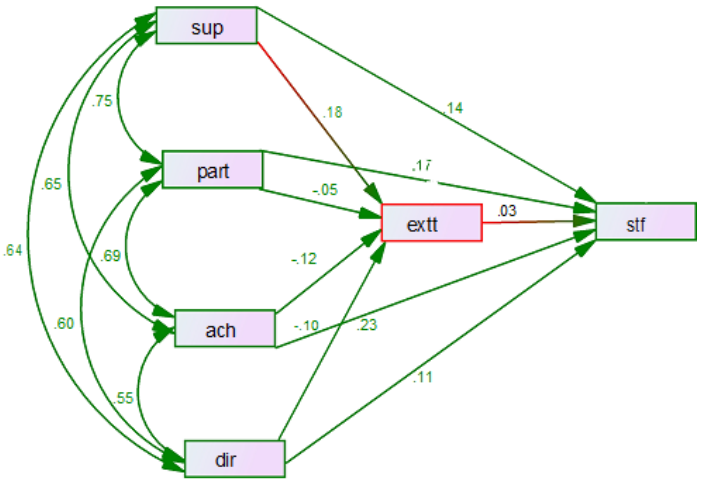

Figure 7. The path model of influence of leadership styles on job satisfaction as moderated by locus of control

In case of direct causal effect of leadership styles on the dependent variable, job satisfaction, the significant path coefficients for H_6, H_7, H_8, and H_9 affirmed that all four independent variables have direct effect on the level of job satisfaction.

To prove this general model in the context of Pakistan, the non-significant paths were removed and model was refined, given as below.

All indices $X^2_{(normed)} = 3.938$, NFI = .991, CFI = .993, RMSEA = .077, & PNFI > 0, for this refined general model in Fig. 8 are confirming that sample data fits the model not enough well. Hence we can conclude on the bases of our results that our theoretical model based on the causal relationships of variables of the current study may not exist when moderating through the locus of control in the Pakistan's context. Indirect causal effect of leadership styles on the dependent variable, job satisfaction, passing through the locus of control is not found significant.

However, the path coefficients for H_5, H_6, H_7, H_8 and H_9 affirmed that all four independent variables have direct effect on the level of job satisfaction in this model too.

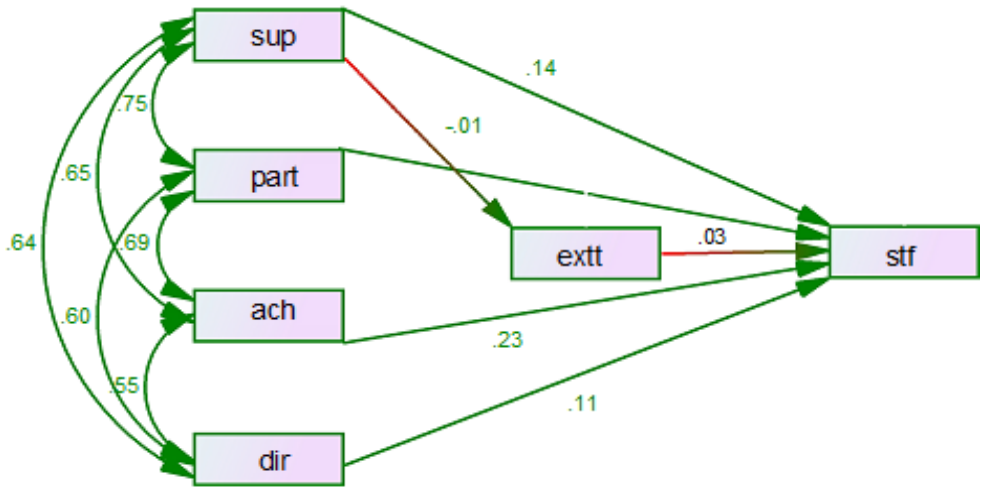

Figure 8. Refined General model of causal effect of leadership styles on the job satisfaction as moderated by locus of control

Findings

1. All indices of refined general model 1 $X^2_{(normed)}$ = 2.560, NFI = 0.988, CFI = 0.993, RMSEA = .056, & PNFI > 0, are confirming that sample data fit the model well. The evidence that the leadership styles are related to each other is confirmed because significant correlations exist among all leadership styles.
2. All indices of refined general model 2 $X^2_{(normed)}$ = 1.705, NFI = .973, CFI = .998, RMSEA = .038, & PNFI > 0, are confirming that sample data fit the model well.
3. Achievement-oriented style is related to job satisfaction as moderated by task structure.
4. All indices of refined general model 3 $X^2_{(normed)}$ = 3.938, NFI = .991, CFI = .993, RMSEA = .077, & PNFI > 0, are confirming that sample data does not fit the model well. All leadership styles are not related to job satisfaction when they are moderated by locus of control.

On the bases of above findings, following conclusions are drawn:

5. The independent variable, leadership styles had considerable effect on job satisfaction.
6. Supportive style and participative style of leadership are highly correlated.
7. Structural equation modeling was used to test the conceptual framework of path goal theory. Paths of models were showing direct relationship between leadership styles and job satisfaction.

8. Task structure as a moderator variables effect the relationship between achievement-oriented style and job satisfaction.
9. Task structure as a moderator variable does not affect the relationship between supportive, participative and directive style and job satisfaction.
10. Locus of control as a moderator variable does not affect the relationship between all leadership styles and job satisfaction.

So, it can be concluded that results of this study are not according to the assumptions of path-goal theory. Task structure is not a strong moderator which affects the relationship between leadership styles and job satisfaction. It only affects the relationship between achievement-oriented style and job satisfaction. Another moderator which was tested in this study was locus of control is also not a strong moderator affects the relationship between leadership styles and job satisfaction.

Discussion

Findings of this study show that all four leadership styles are highly related to job satisfaction. There is direct path between leadership styles and job satisfaction. The path coefficients shows that achievement-oriented leadership style developed a significant causal effect on the moderator variable; task structure. This study does not support the hypotheses related to supportive leadership style. This finding was contrary to the assumptions of path-goal theory, because theory states that when task is highly structured supportive leadership makes the work pleasant and people are more comfortable with supportive leader. Many researchers have reported the findings contradictory to path-goal theory and this evidence seems to support them (Oppenheimer, 1981; Gillo, 1982). On the parallel side, supportive leadership style has shown the significant direct effect on the external locus of control and again finding does not affirm the assumption of path-goal theory.

According to House & Mitchell (1974) path-goal theory asserts that the subordinate's score on locus of control moderates the relationship between participative leadership style and subordinate satisfaction. Mitchell's findings (cited in House & Mitchell 1974) suggest that people having internal locus of control are more satisfied with a participative and achievement-oriented leadership style and people having external locus of control are more satisfied with a directive style. This study does not support Mitchell's findings. Because findings of this study shows that external locus of control only moderates the relationship between supportive leadership style and job satisfaction.

There is a positive correlation between four leadership styles and task structure. Whereas, locus of control didn't show the significant correlation with two leadership styles, that is, supportive and participative. However, achievement-oriented and directive styles developed the significant correlations with task structure but this was

negative in nature. But locus of control is failed to develop any significant relationship with job satisfaction. In summary, for the advancement of path-goal theory, this study was considered to be significant in respect that it would provide information that might strengthen the theoretical base of path-goal theory. This study would also be helpful in increasing generalizability to areas other than business.

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Evaluation of the IT Labs Project by the Punjab Government at Secondary Level

Muhammad Ismail*
Farah Deeba**
Muhammad Irfan Khan***

Abstract

The purpose of the study was to evaluate the IT Labs Project by the Punjab government at secondary school level. The study was delimited to public secondary schools of Multan city (from province of Punjab, Pakistan), where IT Labs were established through this project. Only those IT teachers and students were involved in the study who were the part of the project. Fourteen schools, 35 IT teachers and 150 students were included in sample after using simple random sampling technique. Two questionnaires, based on five point Likert scale, were developed to collect the data. The mean, standard deviation, percentage and z-test were used to analyze data. The result of this study indicated that both, teachers and students found the IT Labs Project a good step for promotion of IT culture in the schools.

Key Words: Evaluation, IT, IT Labs Project, Secondary level

Introduction

Information adds to our awareness or understanding of some topic, problem or event. It is variously perceived as facts, data, news and knowledge. It can be printed on paper or can come in the form of computer software, electronic mail and video as well. It is essential ingredient in generating new ideas, curriculum development and also in creation of material and methods for teaching and learning. So it is said that information is the life blood of education (Shailaja, 2008, p. 1).

Supporting above mentioned ideas Aksoy and Denadris (2007, p. 3) described that the worth of this information may vary, which depends on the perspective in which

* Ex-student, M.Phil. Education, Department of Education, Bahauddin Zakariya University, Multan. E-mail: smailon623@gmail.com
**Assistant Professor, Department of Education, Bahauddin Zakariya University, Multan.
E-mail: farahdeebaedu@gmail.com
***Ex-student, M.Phil. Education, Department of Education, Bahauddin Zakariya University, Multan.

that information is retrieved. According to Prasher (1997, p.13) huge amount of information is generated all around which is causing knowledge explosion and it is a continuous process. Rainer and Cegielske (2010, p. 7) also argue that information on the internet is nearly going to be doubled annually especially due to availability of internet. Due to this information explosion, Abbott (1999, p. 47) argue that every one of us is drowning into this unmanageable information.

According to Webster's (2002, p. 9) point of view as we have quantitatively more information as compared to the past, so we are living in an information society. Therefore individual of today's information society will require a number of skills like information handling, analytical and problem solving skills (Hafeez, 2008, p. 6). In this information society, IT can help the educators by creating opportunities for i. increasing the success rate of individual, without increasing the gap between the rich and the poor; ii. sustainable development of the country; and iii. rather than having a domination of fewer countries, more countries can generate and use information (UNESCO, 2005, p. 15).

Prasher (1997, p.13) further pointed out that to cope with this uncontrollable information that has become the problem of today is very necessary. According to him, there are three key areas to handle this information which are following.

i. Providing right information to right user after sorting out a huge amount of information.
ii. Processing, retrieval, evaluation and packaging of this newly generated information.
iii. Transfer of this selected information to the users like specialists, decision makers and others.

According to Servon (2002, p. 3) internet is a source of information and information technology and communication, it has the two basic characteristics. Internet is an open access medium which not only allows the users to respond the information that is available on it, but also gives the users liberty to produce the material at their own if they have the skills. Internet has the networks that are made and managed for the purpose of social and economic interaction of people. The worth of these networks increases as the quantity of people engaged in these networks increases.

So Laudon and Laudon (1998, p. 291) described internet as the "information superhighway" which refers to the communication network that has high speed. Internet provides open access to everyone. As we all know that most of us do not have the facility of internet and information technology and this division based on the availability of technology create a gap. Fitch (2006, p. 14) explained this gap as Digital Divide which is a gap between the people who has the ability and skill to use the

technology and those who do not have. This Digital Divide, according to Norris's (2001, p. 4) is at three levels that are:

i. **Global Divide** is the division among the developed and developing countries or between the different societies of the world on the basis of access to internet.
ii. **Social Divide** refers to the gap that exists between the different social setups of the society like poorest or richest in information.
iii. **Democratic Divide** concerns with the divergence among those people that are using and that are not using digital resources to take part in the social life.

Al-Qasimi and Shalhoub (2006, p. 55) noted that this Digital Divide is an issue for the policy makers and the government, because it creates class system that is based on the access to information technology. Whereas Servon (2002, p. 4) proposed the solution of this problem (Digital Divide), that is the provision of computer and internet facilities at school. After providing these facilities the problem of information handling can be solved. According to Prasher (1997, p.13) by solving this problem, the information technology can bring a revolution. Whereas in the words of Kumar and Acharya (2004, p. 3) information technology is the combination of two modern technologies, computer and telecommunication technologies.

Information technology has a great importance in this digital age. Information technology in today's world is considered to be the single most important source of fulfillment of economic, social, political and educational needs. Malik and Gupta (2005, p. 264) said that information technology is bringing the revolution in the lives of people. This revolution provides ability to people, to treat information with mathematical precision and to transmit it with a high accuracy according to the need.

In the middle of 20thcentury the IT was used only in banking, engineering and in computer science. But later on due to the invention of low cost personal computer, the access to IT became a reality for everyone. From educational point of view, IT helps the students to have access to the information that is creating every time in the country and outside the country. Whitworth and Berson (2003, p. 472) explained that education based on information technology has the ability to develop certain skills among students like decision making, problem solving, data processing and skills of communication.

In this digital age the education system has more responsibilities than before. Because, now it has the responsibility to prepare the students to learn, live and work in this digital age. The information technology is becoming a source of learning, communication and making students able to solve their problems (I.T.L Education, 2006, p. 183). So, Kaul (2014, p. 58) argued that both developed and developing

countries due to greater educational outcomes are bringing IT in education sector. This is all because they want to make teaching and learning effective.

Shaukat (2009, p. 5-6) states that about a decade ago in Pakistan IT has very little introduction. But now Pakistan is among those countries, which are trying to put efforts in the development of IT in the country especially in education sector. According to the document IT Policy of Pakistan (2000), information technology has presumed unique importance in the global economic ground. Therefore in Pakistan, the Government is giving a very high priority to IT. Thus, the government, as the main facilitator and promoter of the IT sector, has evolved an effective national IT Policy.

Goals of IT Policy include: i. establishing an efficient and cost-effective infrastructure that provides equitable access to national and international networks and markets; ii. developing an extensive pool of trained IT manpower at all levels to meet local and international requirements; and iii. promoting extensive use of IT applications in education, health, industry and other sectors. Under the said IT Policy, a scheme is launched for providing low-priced computers and Internet connectivity to universities, colleges and schools through a public-private sector initiative.. (http://www.moitt. gov.pk/gop/ index.php)

Keeping in view the IT Policy 2000, Punjab government has taken the initiative of providing IT education to their students. To achieve this goal, Punjab government has launched the IT Labs Project which will revolutionize\ the sector of IT education. (http://punjabitlabs.edu.pk/About.aspx). This project was started in 2009 to overcome the digital divide between the public and private sector schools. Through this project over 4286 schools were covered across all 36 districts of Punjab. An amount of Rs.4787.590 million was invested in this project. Important hardware and software are provided to each lab through this project. The Microsoft team has provided training to master trainers to enhance their skills and teaching methodologies to meet international standard. (http://punjabitlabs.edu.pk/About.aspx). So, present study intended to evaluate the IT Labs Project in order to find out the opinions of stakeholders (IT teachers and students) who were attached with this project.

Objectives of the Study

Following were the objectives of the study:

i. To evaluate the IT Labs Project of Punjab Government.
ii. To compare the opinions of IT teachers and students dealing with IT Labs Project.
iii. To compare the opinions of male and female IT teachers related to IT Labs Project.
iv. To compare the opinions of boys and girls students attached with IT Labs Project.

v. To suggest measures to improve IT Labs Project, if this project is found unsatisfactory.

Research Methodology

Population consisted of IT teachers and students from thirty five government secondary schools of Multan city where IT labs were established. Thirty five IT teachers (22 male and 13 female) were included in the sample. For selecting students, seven boys and seven girls schools were included in the study at random. Using simple random sampling technique, 150 students of 10th class (88 boys and 62 girls) were chosen, which makes 30% of the whole population.

Two questionnaires were developed, one for the IT teachers and one for the students, as research tools to collect the data. Questionnaires were prepared keeping in view the different aspects of IT Labs Project. Both questionnaires were having 30 items, each based on five point Likert scale. The questionnaires got validated from professionals associated with the Education Department at Bahauddin Zakariya University Multan.

In order to reach conclusions percentage, arithmetic mean, standard deviation and Z-test were applied. The results of these analyses were used for comparing the opinions of IT teachers and students. Mean score above 3.00 indicated agreement while mean score less than 3.00 indicated disagreement on the statement.

Data Analysis

Analysis of the results is presented in tabular form.

Table 1. *Comparison of Teachers' & Students' Responses Regarding IT Labs Project*

Group	N	Mean	S.D	Z-value
Teachers	35	121.77	13.20	0.37
Students	150	119.53	12.10	

T.V = 1.96 (∞ 0.05), C.V = 0.37

Table-1 shows that the calculated Z-value (0.37) was less than the table value (1.96). It shows that the difference of responses between IT teachers and students was statistically insignificant, which indicates that IT teachers had more positive opinion toward the IT Labs Project than the students.

Table 2. *Gender Wise Comparison of Teachers' Responses Regarding IT Labs Project*

Group	N	Mean	S.D	Z-value
Male	22	124.59	14.28	1.76
Female	13	117	11.06	

T.V = 1.96 (∞ 0.05), C.V = 1.76

Table-2 shows that the calculated Z-value (1.76) was less than the table value (1.96), which shows that there was statistically insignificant difference between the responses of male and female IT teachers. This means that male IT teachers had better opinion toward the IT Labs Project than the female IT teachers.

Table 3. *Gender Wise Comparison of Students' Responses Regarding IT Labs Project*

Group	N	Mean	S.D	Z-value
Boys	88	123.92	11.40	5.04
Girls	62	113.32	13.01	

T.V = 1.96 (∞ 0.05), C.V = 5.04

Table-3 indicates that the calculated Z-value (5.04) was greater than the table value 1.96. It means that boys students had more positive opinion toward the IT Labs Project than the girls students because the difference of responses between boys and girls students was statistically significant.

The mean above 3.00 shows that both teachers and students were agreed with the related statement whereas mean less than 3.00 indicates that both teachers and students were disagreed with the concerned statement.

Table-5 shows that mean score of 29 (97%) statements about teachers' views regarding this project were more than 3.00 which show positive opinion of teachers. Teachers took this project as useful to overcome the digital divide between public and private sector schools, helpful in promoting IT culture at school level and bringing revolution in conventional teaching methodology. Similarly, the mean score of 28 (93%) statements about students' responses regarding this project was greater than 3.00 which also show better opinion of students. Students took this project as the need of time, making learning interesting and effective and it is considered to be effective by stakeholders (teachers & students).

Table 4. *Statement Wise Analysis of Teachers' and Students' Responses Regarding IT Labs Project*

Sr. No.	Statement	Sample	Mean*
1.	Treasure of knowledge can be explored through IT by this project	Teachers	4.4
		Students	4.62
2.	IT Labs Project is the need of time	Teachers	4.57
		Students	4.26
3.	In making learning interesting and effective this project is useful	Teachers	4.22
		Students	4.06
4.	IT Labs Project is helpful to overcome the digital divide between public and private sector schools	Teachers	4.25
		Students	4.09
5.	IT Labs Project is helpful in promoting IT culture at school level	Teachers	3.94
		Students	3.82
6.	Provision of IT at school level through this project is a blessing for poor students	Teachers	4.6
		Students	4.51
7.	This project will bring the change in the mindsets of teachers and students	Teachers	3.74
		Students	3.76
8.	Through this project IT skills are developing among students	Teachers	4.08
		Students	3.8
9.	Students have access to IT Labs in free time during school hour through this project	Teachers	4.08
		Students	3.8
10.	Revolution is occurring in regular teaching methodologies through this project	Teachers	3.65
		Students	3.5
11.	IT education through this project is considered to be effective by the stakeholders (teachers & students)	Teachers	4.22
		Students	3.97
12.	Number of computers provided through this project is sufficient with number of students	Teachers	2.11
		Students	2.50
13.	Hardware (computers, printer, AC, UPS, chairs, tables) are provided as mentioned in the project	Teachers	4.4
		Students	4.18
14.	Software is properly installed in computers as mentioned in the project	Teachers	4.0
		Students	3.82
15.	IT Labs Project is working smoothly	Teachers	3.8
		Students	3.88

Table 5. *Mean & Percentage Wise Analysis of Teachers' and Students' Responses Regarding IT Labs Project*

Group	Total No. of statements	No. of statements having mean more than 3.00	Percentage of statements having mean more than 3.00	No. of statements having mean less than 3.00	Percentage of statements having mean less than 3.00
Teachers	30	29	97%	1	3%
Students	30	28	93%	2	7%

Findings of the Study

1. 89% teachers and 95% students were agreed that treasure of knowledge can be explored through IT by this project.
2. Majority of teachers (94%) and students (81%) students were said that IT Labs Project is the need of time.
3. Respondents (teachers and students) with mean score 4.22 & 4.06 were agreed that in making learning interesting and effective this project is useful.
4. 89% sample of teachers & 80% sample of students found that to overcome digital divide between public and private schools this project is helpful.
5. Mean score 3.94 & 3.82 of teachers & students respectively indicated that IT Labs Project is helpful in promoting IT culture at school level.
6. 100% respondents (teachers) and 91% respondents (students) were said that provision of IT at school level through this project is a blessing for poor students.
7. 60% teachers with mean score (3.74) & 61% students with mean score (3.76) agreed on the statement that this project will bring the change in the mindsets of teachers and students.
8. Majority of teachers and students with mean score 4.08 & 3.8 respectively showed that through this project IT skills are developing among students.
9. Only 57% & 41% teachers and students respectively said that students have access to IT labs in free time during school hours through this project. (mean score of teachers was 3.42 & students' 2.97)
10. Revolution is occurring in regular teaching methodologies through this project was said by 68% of teachers and 57% of students.
11. 86% teachers and 79% students, those are the stakeholders of IT Labs Project, thought that IT education given through this project is very effective.

12. Mean score of teachers (2.11) and students (2.50) verify that they were not agreed on that number of computers provided through this project is sufficient with number of students.
13. Hardware (computers, printer, AC, UPS, chairs, tables) are provided as mentioned in the project was the view of majority of teacher (94%) and students (80%).
14. Mean score 4.0 & 3.82 of respondents (teachers and students) indicated that software is properly installed in computers as mentioned in the project.
15. IT Labs Project is working smoothly which is indicated by the views of 66% teachers and 62% students.
16. Mean of IT teachers (121.77) was more than the mean of students (119.53) which shows IT teachers' better attitude towards this project.
17. Male IT teachers have better attitude towards IT Labs Project which is indicated by their mean (124.59) as compared to the female IT teachers' mean (117)
18. By comparing the mean of boys (123.92) and girls (113.32) students it is cleared that boys students were more in favour of this project than the girls students.

Discussion and Conclusion

As a result of this research it was found that establishing of IT laboratories through IT Labs Project is good step to overcome the digital divide among the public and private schools. This digital divide is the basic hurdle that affects the learning process by having limited access to information. Now through this project the government schools students have access to information technology and can improve their learning. The study conducted by Nisar, Munir and Shad (2011) also shows same results that the availability and usage of ICT is very essential to improve the education efficiency of students. This indicates that availability of ICT in education is supportive for the students to improve their learning skills.

It was also found from present study that only those students were allowed to use IT Labs which were studying computer as a subject. This result is similar to the result of the study conducted by Qadir and Hameed (2014) that the students in secondary schools are provided IT facilities but only IT teachers used computers during their teaching and learning as other teachers are not trained. It was also found that only those students were using computer in IT lab who were studying computer science as a subject others students were not using IT Lab.

As far as the evaluation of the IT Labs Project is concerned it is clear from the statement analysis regrading this project that both the stakeholders, IT teachers and students, were having the positive view about the project. It was evaluated through the

opinions of teachers and students that they found the IT Labs Project a good step for promoting IT culture in the country and through this conventional teaching styles or methods will also change. Majority of the stakeholders of this project said that this project is running smoothly. It can be concluded that IT Labs have opened access for all students so that all can be benefited through this project. It is a vital factor for the development of any country and especially for developing countries like Pakistan therefore such type of projects may be promoted by the government.

Recommendations

Following recommendations are made to improve the IT Labs Project:

1. It is recommended that government should increase the number of computers in the labs as provided through the IT Labs Project
2. It is also recommended that permission should be granted to students to use the IT labs in their free time during school hours by the administration of the school.

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http://punjabitlabs.edu.pk/About.aspx

Gender Representation and Participation at University

Muhammad Ramzan*
Bushra Nawaz Khan**
Shafqat Hussain***
Ashfaque Ahmad Shah **

Abstract

The main purposes of the study were to analyse the gender participation among the workforce (teaching and administrative officer) in the universities, and compare the views of both gender from teachers and administrative officers about male and female participation. The study was descriptive in nature. A self-preparatory questionnaire was used to collect the data. Less than hundred university teachers and gazetted administrative staff from grade 17 and above were selected by using convenient sampling technique. A tool (section 2 part 3rd) in the toolkit of International Labour Organization (ILO) named GEMS was adapted. The tool was contextualised and the questionnaire was worked out and further modified before pilot testing. The results showed high reliability with alpha coefficient value 0.706. The obtained data were tabulated, analysed and interpreted by using descriptive as well as inferential statistics. The analyses revealed the gender participation among the workforce in universities. Hence it is concluded that there was gender participation at university level in Punjab.

Key Words: Gender, ILO, Teaching staff, Discrimination

Introduction

The main characteristic of humans and democracy is that every person is born free and identical in nobility and privileges (United Nations, 1949). Currently there are

* *Department of Teacher Training, The Islamia University Bahawalpur, Pakistan.
**Centre for Economics of Education, Department of Education, University of Sargodha, Sargodha.
***Department of Education, Government College University Faisalabad, Pakistan.
For Correspondence E-mail: multanxa@gmail.com

two types of societies, one is elite or developed communities and other are under developing nations. Gender biased situation may prevail in any culture, any organisation, or in any institution. Social standards, official structure, situational and dispositional factors as well as anti-social thoughts about group members' attribute can be one of the important factors that are responsible for gender biased situation. Some studies revealed that women have still under-representative in academic staff, especially on managerial level (Tahiraj, 2010; Hoyt, 2012) including technologically advanced countries. Due to cultural norm and restriction it is very sensitive to have an open dialogue on fair chance, authority and on gender bias (Henze, Lucas, & Scott, 1998) and there is a dearth of literature on gender participation in university perspective. Certain studies exposed that gender identifies a arguable fact (Eveline, Bacchi, 2005; Rees 2005). Jacobs (1996) found three aspects: entrance, experience and outcome are separate in educational inequalities, because they are distinct to each other. Beddoes and Pawley (2013) also focused on how female faculty themselves conceptualize or seem sensible of marginalization in Science, Technology, Engineering and Mathematics (STEM).

While the progress towards the world's women, it is required to construct related indication along with gender-disaggregated information (UNESCO, 2005). Participation is a broader idea that depends on circumstances. In a nut shell, in different situations, diverse affairs have done by different people (The World Bank, 1996). Participation can take different forms, ranging from information sharing and consultation methods, to mechanisms for collaboration and empowerment that give stakeholders more influence and control (The World Bank, 1998). Participation is a procedure through which stakeholder persuades and shares control over progressive plan, decisions and capitals which changes them (The World Bank, 1994).

Participation is a procedure by which members of a community or institution contributes in decisions and all the actions that are connected to and that decide their roles and progress. So it is noted that when all the people of an organization actively participate /involve (represent) in all the stages that will be characterized as development in an institution. But there is no sharing of future decisions with their colleagues in higher education **(**Brooks, 2003). Participation is a compound and tough method to refining the existence of people; improper participation is an obstruction to attainment of objectives.

The words 'Participation' and 'Gender' encompass to convert into an element of advance conversation and performance since two decades. Supporter of these perceptions has asserted that they give permission for the indication of the most unrepresentative clusters (Akerkar, 2001).

Parcheta, Kaifi, and Khanfar (2013) concluded that women are represented approximately equivalent to men in workforce. Lower and middle level management for both the gender are also represented nearly equal. Channar, Abbassi and Ujan (2011) discovered less gender disparity is faced by females in private sector. Adding further, Bilkis, Habib and Sharmin (2010) found similar incidence of less inequality encountered by females in the public workplace. However, Sharma (2012) documented that gender inequalities may be occurring in the workplace. Because in the workplace, effort plays a major factor in determining authority and position for both sex.

Contrary to what was described in preceding paragraph Bilkis, Habib and Sharmin (2010) established that female assumed that they were in marginalized group in public sector. They also explained that around the world (developed and developing countries) gender inequality was being faced at every work place. This unfair condition existed due to low socioeconomic position of women, lack of devout aspects, improper ecological and psychological features.

The researchers like Walby, (1997), Lindsey, (2011) studied that in government or non-government world of work, women suffered because of the characteristics of their occupations. According to them, in the world of work gender segregation existed in its peak if compared to the period during their academic life. Changes have been emerging in the expansion of gender participation in developing states since last quarter of preceding century (The World Bank, 2011). Gender participation refers to equal representation of men and women in all the actions and decisions in an educational organisation i.e. a university. It includes awareness of gender related issues along with the efforts to cope with them. This study intends to investigate *gender participation* in an organization, i.e. university in Pakistan (developing country). Therefore, current study was titled as "A review of gender participation a case of universities".

Gender participation in the world of work

During the period of unemployment male and female participation rate is increasing in the labour market, while men return to jobs over the period of time (Berggren, 2006). In governmental departments (such as occupational field as well as academic field) female contribution is enhanced day by day. The adult female is preferred managerial occupations rather than home chores. Women now represent 40% of the global labour force 43 percent of the worlds' agriculture. To eradicate the gender disparity could enhance 25% productivity in the labor force (The World Bank, 2011).

In salaried occupation female involvement are not just raised, but also modifies the form of gender disparity. Adult female with high qualification not just enrolled in the world of work, but also gained superior employment. The salary discrimination has also been decreased. After this entire progress new dilemma appeared that are

concerned with aged women and single mothers who has not a part of the world of work (Walby, 1997; Lindsey, 2011). Gender dealing refers the association of superiority and inferiority among male and female in Pakistan. This sustained by severing sex segregation of employees. Segregation gaps in government and non-government areas, confine female's environmental flexibility. Gender disparity reduces female's entrance to their primary competence like academic, fitness and talent. Women lack of entrance into academia, so they are underrepresented in the world of work as well as in industrial development. Inadequate distribution, of capital as well as deficiency in government commodities leads to female susceptibility. In the world of work gender segregation exists in its peak rather than in academic.

This phenomenon is linked to efficiently unrelated to education revealed at school and college level. In the private field, women are suffering in overloaded tasks, insufficient pay as well as lack of creative tasks. While in government sector women usually work in farming field and grasp inadequate pay, difficult duty, they performed in the business world of work. This week status of women leads to erotic annoyance in the government area. In nongovernment area they face home hostility. In government or non-government world of work, women suffer because the characteristics of their occupations.

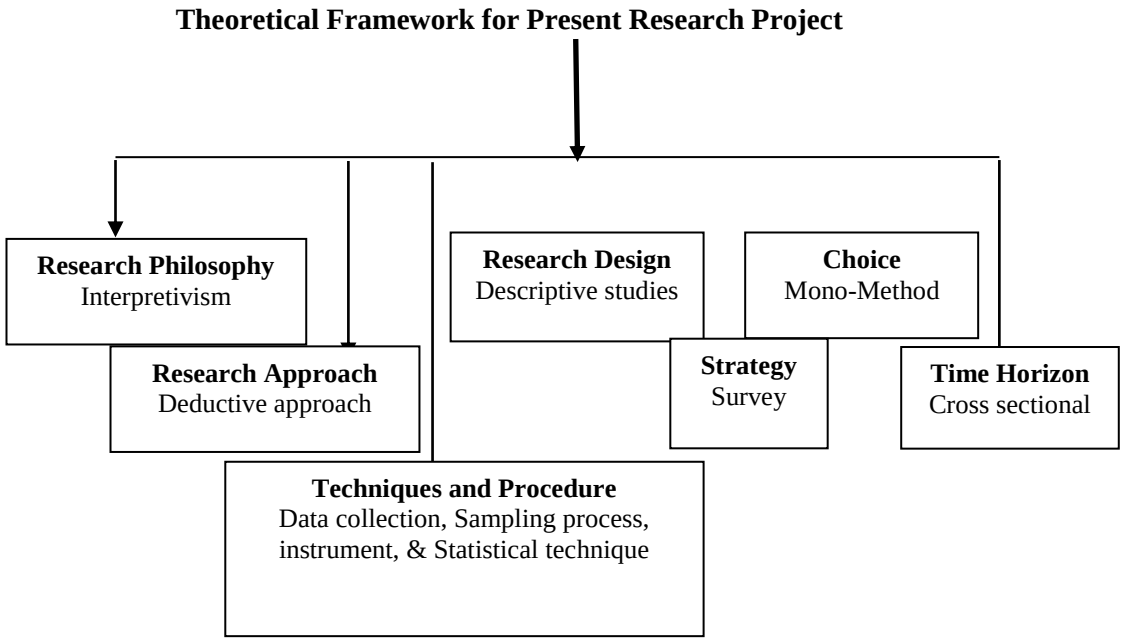
Women social and fiscal safety is usually based on men and their relatives. In 2008 female's contribution in the age of 15 and over has suffered and low rate (21.8%) in the world of work. In south Asia and in Muslims regions Pakistan stands for least the countries of women's participation in the world of work particularly evaluation at worldwide in 2008. Pakistan situated at 51.7%. Now a day's those women are joining the world of workforce uncivilized as well as defenceless occupation class. Those female have crushed all hurdles to reach in the world of work; they also faced gender disparity at occupation position. Financial autonomy still vision most of the female employees (Labour Watch Pakistan, 2011).

Objectives of the Study

1. To analyse the gender participation among the workforce (teaching and administrative officer) in the universities.
2. To compare the views of male and female about gender participation.
3. To compare the views of teachers and administrative officers about gender participation.

Methodology

Theoretical framework of the study was based on what Saunders, Lewis, & Thornhill (2009) had proposed. Following is the snapshot of theoretical framework for present research project.



Research design

As the researcher intended to explain a specified condition in its entirety at university level and as cautiously as feasible (Fraenkel, Wallen,& Hyun, 2012) therefore the study was descriptive in nature. Survey strategy was used. In this design the researcher administered a survey through an adapted questionnaire to a small group of people (called the sample) to recognize the tendency in attitudes, opinions, behaviours, or characteristics of a large group of people (Creswell, 2012).

Population and sample

This research was delimited to University of Sargodha and Bahauddin Zakariya University Multan. The population of the study comprised all the teachers as well as administrative officer (grade 17 and above) of all public general universities in Punjab. All the teachers as well as administrative officer of University of Sargodha and Bahauddin Zakariya University Multan were the accessible population. The sample was selected from University of Sargodha and Bahauddin Zakariya University Multan. University teachers and administrative officer (gazetted officer) was the sample of the study. The researcher distributed 625 questionnaires at both universities, 114 (18.25%) questionnaires were returned and only (14.08%) 88 questionnaires had given proper response. Convenient sampling technique was used to select the sample for the study. It means that individuals conveniently available (Gay, Mills, & Airasian, n.d.) were included in the study.

Research instrument

The research instrument used in this study was a questionnaire adapted from the tool kit named as Gender mainstreaming strategies in decent work promotion: Programming tools prepared by the International Labour Organization (ILO). The original tool kit, acronym of which is GEMS Toolkit, was accessible on the following URL: http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-bangkok/documents/publication/wcms_143849.pdf (Date of Access: 2, July 2014). The GEMS Toolkit contained 12 practical tools organized under different topics. The researcher took the tool 3 (2nd questionnaire 3rd part) of GEMS Toolkit which addressed reviewing the gender participation in an organization. In present study the university was taken as the organization.

A panel of experts was requested to refine the questionnaire – its items, format and language, in order to make the questionnaires simple and understandable. The questionnaire was finalized in the light of feedback received from the experts. The instrument used for this study had shown a relatively high reliability with its alpha coefficient value 0.706.

Data analysis

Data were analysed through nonparametric descriptive (frequency, percentage and mode values) and inferential techniques (Chi-square and Mann Whitney U test) using SPSS. Categorical and ordinal data are analysed through nonparametric statistic, while interval or ratio data are to the parametric (Sheskin, 2004). When scores are measured on an ordinal scale, the median and mode is always appropriate (Healey, 2005; Gravetter & Wallnau, 2013). Therefore nonparametric (descriptive as well as inferential) statistics were thought to be suitable for analysing the data collected by the researcher for this study.

The table illustrated that university *always* (20.5% respondents) or *sometimes* (39.8% respondents) ensured media awareness of the gender dimensions of problems and successful strategies. Whereas 25% respondents indicated that it did *never* and 14.8% were *not sure* of the process. According to the respondents (43.2% expressed *always* and 38.6% *sometimes*), university involved both male and female staff at all levels in the design, execution and quality control of its programmes; whereas, 12.5% responded that university *never* did so, and only 5.7% were *not sure* of it.

The respondents believed (56.8% - *always* and 21.6% - *sometimes* against about 16% - *never*) that university gave both women and men of all relevant age groups, different income levels and ethnicities the opportunity to voice their views, identify their situation and prioritize their own needs. The respondents (20.5% said *always* and 31.8% *sometimes* against 26.1% said *never*) thought that university actively

encouraged, recruited and mobilized male and female local leaders, and women and men of all relevant age groups to participate in the programmes and became change agents in their workplaces and communities.

Findings

Gender representation and participation

Table 1: *Frequency table for gender representation and participation*

N	Statement	Always	Sometimes	Never	Not Sure
17	University ensure media awareness of the gender dimensions of problems and successful strategies.	18(20.5%)	35 (39.8%)	22(25.0%)	13(14.8%)
18	University involve both male and female staff at all levels in the design, execution and quality control of its programmes.	38(43.2%)	34 (38.6%)	11(12.5%)	5(5.7%)
19	University give both women and men of all groups the opportunity to voice their views, identify their situation and prioritize their own needs.	50(56.8%)	19 (21.6%)	14(15.9%)	5(5.7%)
20	University actively encourage, recruit and mobilize male and female local leaders, and women and men of all relevant age groups to participate in the programmes and become change agents in their workplaces and communities.	18 (20.5%)	28 (31.8%)	23 (26.1%)	19 (21.6%)
21	University use gender- and culture-sensitive approaches to reach underrepresented groups.	11 (12.5%)	27 (30.7%)	31(35.2%)	19 (21.6%)
	Mode value of all statements	1			

More than 12% of the respondents said that university *always* used gender- and culture-sensitive approaches to reach underrepresented groups; and 30.7% believed it did *sometimes* against 35.2% who thought it did *never*. The mode value of all statements related to gender representation and participation was 1. So it concluded that most of the respondents said that gender representation and participation had been confirmed in the universities.

Values of Chi square in the table 3.2 revealed that all the statements (17, 18, 19 and 21) had same pattern except one (20) statement so the null hypotheses were rejected. Thus it was concluded that Gender Representation and Participation at universities had been confirmed. Though reflected in table 3.1, it was further confirmed

here that university ensured media awareness of the gender dimensions of problems and successful strategies.

Table 2. Hypotheses testing on *gender representation and participation*

N	Statements	Chi square	P
17	University ensure media awareness of the gender dimensions of problems and successful strategies.	12.091	0.007
18	University involve both male and female staff at all levels in the design, execution and quality control of its programmes.	36.818	0.000
19	University give both women and men of all groups the opportunity to voice their views, identify their situation and prioritize their own needs.	52.091	0.000
20	University actively encourage, recruit and mobilize male and female local leaders, and women and men of all relevant age groups to participate in the programmes and become change agents in their workplaces and communities.	2.818	0.421
21	University use gender- and culture-sensitive approaches to reach underrepresented groups.	10.727	0.013

Chi square statistic in table 3.2 also established what frequency data in table 3.1 had revealed that university involved both male and female staff at all levels in the design, execution and quality control of its programmes. Although revealed in table 3.1, it was again endorsed that university gave both women and men of all groups the opportunity to voice their views, identify their situation and prioritize their own needs. Table 3.2 explained the same fact what had already been observed in table 3.1, that university used gender- and culture-sensitive approaches to reach underrepresented groups. The analysis of statement 20 (university actively encourage ... communities) in table 3.2 provided insufficient evidence upon what had been reported on it in table 3.1. Though reflected in table 3.1, it was further confirmed here that university used gender- and culture-sensitive approaches to reach underrepresented groups.

Discussion and Conclusion

The study was conducted to investigate gender participation a particular case of universities. The analysis and results of the data are discussed as under. Sizable majority of the participants affirmed that gender representation and participation at university by responding either always or sometimes on the scale for almost all the statements. The researcher further confirmed this finding through chi square analyses for almost all the statements.

In governmental departments both occupational and academic field, female contribution is improving gradually. The adult female is being preferred in managerial

occupations. Now female are representing 40% of the global labour force (The World Bank, 2011). This study also found that there was gender participation in universities. In Pakistan women's importance and identical involvement in decision making is very essential for sound governance, poverty reduction and even for a feasible human resource improvement in a realm (Jabeen & Iqbal, 2010). According to Stevens & Lameon (2001) male and female as well as teacher and administrative staff have considered; participants of gender equality. It can thus be concluded they gender gap is reducing gradually.

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A Critical Review of the Evolution of Higher Education in Pakistan

Ehsan Mahmood *
Mahr Muhammad Saeed Akhtar **
Intzar Hussain Butt***

Abstract

The study aims to analyze recommendations of all the educational policies regarding higher education in Pakistan. The educational policies provide the basic framework to set and subsequently achieve the targets in higher education sector. The analysis focuses on the implementation strategies of higher education targets laid down in all the education policies as well as their achievements. The study conducted a comprehensive document analysis which reviewed all the education policies and relevant documents to ascertain their implementation and achievement status. The analysis depicted that throughout the history of Pakistan no education policy has been implemented in its true letter and spirit due to abrupt changes in Government, with each regime setting its own priorities regarding higher education. This indicated poor and inadequate implementation strategies towards the realization of desired objectives. New policies were often presented in spite of unmet targets of previous education policies. This situation calls for formulation of a solid, long-term education policy as well as an adequate implementation mechanism. However, Higher Education Commission is playing a vital role in improving quality of higher education through faculty development, quality assurance programs, research innovation and entrepreneurship, improving equitable access and excellence in leadership and governance. This research study suggests some imperative reforms to boost up the standard of higher education in Pakistan.

Key Words: Education Policy, Higher Education, Pakistan

* Principal, Islamabad Model College for Boys, I-10/1, Islamabad.
Email: drehsanmahmood@gmail.com
** Professor & Chairman, Department of Islamic Studies, Institute of Education and Research University of the Punjab, Lahore – Pakistan.
*** Division of Education, University of Education Lahore.

Introduction

Higher education plays significant role in the development of a country. Higher education system is directly responsible for providing the required man power needed by the nation for its development. Higher education civilizes man for the betterment and welfare of humanity with the man's higher creative developments. The strength of a nation is built on human resources developed by the system of higher education. It is also a source of immense potential for the socio-economic and cultural development of the country. This world of rapid communication and digital revolution has inspired our youth to pursue excellence in all fields to cope with the challenges of changing society. It is the only higher education which enables young ones to meet the challenges in their practical life and make them strongly adaptable to a changing society.

The World Bank Report on "Higher education in Developing Countries: Peril and Promise" (2000) indicated that issues of relevance, quality, and lifelong learning and internationalization are suitable options which need the urgent attention of planners. Relevance of higher education to the needs and expectations of the society, striving for socio-economic development brings the role of the universities an important factor. In this regard the issues of equal access and opportunities to all groups of society; finding solution to pressing problems and links to the world of work are very relevant.

The Task Force on the Improvement of higher Education in Pakistan: Challenges and Opportunities (2000) stated that product of our secondary and intermediate education system is poorly prepared for the rigors and demands of higher education, and also ill equipped for employment and career development. The Task force also laid emphasis on practice of students for development of critical and moral reasoning, effective communication, self-directed life-long learning, and such enrichment of curriculum which will encourage good citizenship, adaptability, and innovation, facilitating the continuous renewal of economic and social structures relevant to a fast-changing world.

Ever since Pakistan came into being, the Governments have taken steps in order to bring the higher education at such level which can play a crucial role for the amelioration of society. During the last sixty years of Pakistan's existence, the Government of Pakistan has taken concrete measures for making higher education relevant and responsive to the socio-economic needs and expectations of the society. Notwithstanding this, there lie some constraints and pitfalls which hinder the efforts to bring higher education at such level considered necessary for the socio-economic weal of the society. In this study effort has been made to review recommendations of all the education policies regarding higher education and their implementation and target achievement status.

Objectives of the Study

The study was conducted keeping in view following objectives:

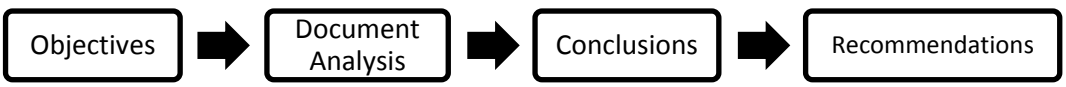
1. To review recommendations of all the educational policies regarding higher education in Pakistan.
2. To investigate implementation and achievement status of recommendations regarding higher education fixed in all the education policies.
3. To suggest some measures to improve quality of higher education in Pakistan.

Methodology

Document analysis is a research method which is employed as a research tool to obtain relevant documentary data to support and validate facts essential to a research study. So, this study was completed using document analysis technique reviewing the recommendations of all the education policies regarding higher education. All the relevant data were collected after reviewing the relevant documents to find out facts about implementation and achievement status of higher education targets set in all the education policies.

Conceptual Framework

The conceptual framework is the system of concepts, assumptions, facts and theories that support the research. The study was completed on adopting following conceptual framework.



Keeping in view all the recommendations of education policies, a critical analysis of implementation and achievements is as under.

First Education Conference 1947

In All Pakistan Education Conference, Quaid-e-Azam laid down the foundation of education in Pakistan. He emphasized on highest sense of honor, integrity, responsibility and selfless service to the nation through education. He provided basic guidelines for the future educational developments. The main priorities of the conference were as under:

1. Setting up an Advisory Board of Education for Pakistan.
2. Desirability of Establishing an Inter – University Board for Pakistan.
3. Way and means of promoting scientific research.
4. Desirability of Establishing Council of Technical Education.
5. Introduction of oversees Scholarship scheme.
6. Policy regarding scholarships for scheduled casts.
7. Development of cultural contacts with foreign universities.

Report of Commission on National Education, 1959

The Report of Educational Commission on Education (1959) is a milestone in the history of educational system of Pakistan. Thereport of this commission consists of 360 pages showing every aspect of education and is considered as the best report in the history of Pakistan. This Report suggested following recommendation for the improvement of Higher education.

1. Higher Education should be recognized as distinct stage. Present intermediate classes should be transferred to Board of Secondary Education.
2. The course of studies of Bachelor's degree should be extended from two to three years.
3. Award of degree on the base of performance in final examination (75%) and on the base of record in the periodical tests as well as class work (25%).
4. Pass marks should be fixed at 40% in each subject and 50% aggregated.
5. Research oriented education should be introduced. Each university should set up a "Committee of Advanced Studies" to supervise and co-ordinate research work.
6. University grants commission should be setup.
7. The purpose of Higher Education is not to engage in examination but to research.

Implementation and Achievements

The basic recommendation of the report was the introduction of a three year degree course to bring the degree on equal footing with the foreign degree, but could not be implemented due to student agitation. The most of the recommendation could not be implemented due to lack of funds. However following were the major achievements regarding higher education.

1. Engineering college, Lahore and Agriculture college, Lyallpur (Faisalabad) were upgraded to university.
2. Number of non-professional colleges increased from 130(32 Female) to 230(62 Female).
3. Number of professional colleges increased from 36 to 40.
4. Boards of Intermediate & Secondary Education were established.

The Education Policy 1972- 80

The Education Policy consists of 45 pages having 3 three pages about higher education. The main recommendations related to higher education are as under:

1. New universities would be established at Multan, Saidu Sharif and Sukker.
2. Jamia Islamia Bahawalpur will be converted into university.
3. Agriculture College Tando Jam, NED Karachi, Engineering College Jamshoro will be converted to universities.
4. New faculties will be added in Agriculture University Faisalabad.

5. A constituent medical college will be added in University of Balochistan.
6. University Grants Commission will be established.
7. Area Study centers for research will be established in general universities.
8. Center of excellences in universities in the fields of Chemistry, Physics, Mathematics, Oil & Gas etc will be established.
9. A program of National Professorship and National Research Fellowship in the universities will be instituted.
10. People's Open University & National Book Foundation will be established.

Implementation and Achievements

The Policy was implemented to a limited extent. Six new universities and campus colleges of engineering at Nawabshah and Taxila were established. Enrollment in universities increased from 15475(3298 Female) to 24149 (5748 Female).All institutions of higher education were nationalized. Most of the policy recommendations could not be implemented as education sector budget remained below the 2% of GNP throughout the 70s.

The Education Policy 1979

The Education Policy 1979 was presented in February 1979.The main recommendation specific to higher education are as under:

1. The educational system will be changed from the 4-tier system to 3-tier system; degree colleges would include classes XIII to XVI, 4-year degree course as a part of higher education.
2. The minimum strength of degree colleges would be fixed.
3. Curriculum will be reviewed by the UGC to improve quality of education and to make it in line with the principles of Islam and ideology of Pakistan.
4. Admission to higher education and professional colleges will be granted on the basis of internal evaluation, public examination and result of tests conducted in the institution.
5. An organized program of counseling and guidance will be developed.
6. No new university will be established within the next five years except the Women's universities.
7. Post - graduate classes will be started in selected girls' colleges of the Punjab.
8. A national testing system for admission to higher education would be developed and launched.
9. Pre-service & in-service teacher training programs will be organized by the national academy of Higher Education at University Grants Commission.
10. University Grants Commission will be strengthened to co-ordinate and regulate higher education.
11. The libraries of the universities will be strengthened.

12. Close collaboration between institution and the employers would be established by constituting advisory committees.
13. University teachers would be allowed to render consultative services to other organizations and agencies.
14. The University Act would be suitably amended for the better management of universities.
15. National language would be use as medium of instruction.

Implementation and Achievements

Federal Government took the responsibility of university funding and provinces were absolved from funding the universities. The nationalization policy of the previous Government was abandoned and private sector was encouraged to set up institutions with English medium, while Urdu was adopted as medium in the public sector which created duality in educational system. In pursuance of the Policy the Agha Khan and Lahore University of Management Sciences were established in private sector. New universities were banned in public sector and decreasing budget allocation was major hurdle in implementation of policy recommendations.

The Education Policy 1992

This Policy was initiated in December, 1992. This Policy was prepared for the period of ten years. The major recommendations of the Policy related to higher education were as follow:

1. Participation rates of higher education will be enhanced.
2. Science & technology sector and higher education will collaborate for developing and implementing a common plan for advancement of research.
3. Provinces will be encouraged to set up institutes of science and technology.
4. A separate higher education research policy will be formulated.
5. University teachers doing research and producing M. Phil and Ph. D will be granted research allowance.
6. Twenty new universities, 4 in the public sector and 16 in the private sector will be opened to meet the rising demand for higher education.
7. A separate higher education research policy will be formulated.
8. A national council for academic award will be established.
9. More funds will be provided to universities for research.
10. The act of University Grants commission will be amended to facilitate its role in raising the academic standards in institutions of higher education, and in the financial management of universities.

Implementation and Achievements

The recommendations of this policy could not be implemented as the political Government was dissolved during this period. The policy also did not have any

implementation plan and due to instability of the political Government this policy could not be implemented.

The Education Policy 1998-2010

This Education Policy was announced in March, 1998. The policy mentioned a long list of objectives. Among others it includes to upgrade the quality of higher education by teaching, learning and research process in line with international standard. The main recommendations about higher education are as under:

1. The access to higher education shall be expanded to at least 5% of the age group 17-23 years by the year 2010.
2. Merit shall be the only criterion for entry into higher education. Access to higher education, therefore, shall be based on entrance tests.
3. New disciplines/emerging sciences shall be introduced in the public sector universities.
4. Public sector universities shall be encouraged to enlarge their intake by establishing additional campuses, ensuring all necessary academic, administrative and financial infrastructures.
5. Improvement through the provision of adequate student support services, better teachers and good management.
6. The present ratio of Arts and Science subjects of 71:29 shall be progressively brought to 50:50 through the process of education planning.
7. Institutional diversity shall be the answer to providing expanded access to higher education. In order to train the manpower, a large number of technical, vocational institutions would be needed.
8. Centers of Advanced qualities would be established.
9. Teachers should be assessed before appointment.
10. Administration of the colleges will be decentralized.
11. The executive head shall have managerial and leadership Qualities.
12. Wastage rate would be drastically reduced.
13. Reputed colleges would be given autonomy and degree awarding status.
14. M. Phil & PhD program would be launched on large scale in Centers of Excellence and Universities.
15. Extensive guidance and counseling services would be provided to students in higher education.
16. Teacher service academy would be established.
17. King Edward Medical College, Lahore, Liaqat Medical College, Hyderabad and Khyber Medical College Peshawar will be given university status.
18. Fifty Three new degree colleges would be established by the year 2002- 2003 and 168 by the year 2009-2010.
19. At least one or more women universities with campuses in all provinces will be established.

20. Seven new public universities and ten new private universities would be established by the end of year 2002-2003.
21. By the end of policy period (2009-2010) twenty one new universities would be established.

Implementation and Achievements

The policy recommendations were implemented partially and as usual change of Government affected its implementation strategies. However the military Government did not abandon it and took a number of steps to implement its recommendations. In order to implement the main recommendations of this policy "Education Sector Reforms: Strategic plan 2001-2004 was adopted. Following the recommendations of policy 66 universities and degree awarding institution have been established since the announcement of policy. Sind Government has established Liaqat university of Medical & Health Sciences, Jamshoro in 2001, and Dow Medical University in 2003.The Government of the Punjab has established University of Health sciences and King Edward Medical University. The NWFP government has announced the Khyber Medical University. In short, the instability of the political Government led this policy to non-implementation of main recommendations of the policy.

Education Sector Reforms (2001-2004)

The Education Sector reforms emerged from the Education Policy 1998-2010. In 2001 the new Government appointed an Educational Advisory Board which came up with the new document of reforms namely Education Sector reforms: Strategic Plan 2001-2004.The Government has approved these reforms. The reforms emphasize that Pakistan needs a solid higher education sector for socio- economic and technological development of the country. These reforms consist of following priorities of higher education:

1. To improve the accessibility and enlarge the enrolment.
2. To improve the quality of higher education.
3. Research in institutions will be strengthened.
4. Private sector universities will be encouraged.
5. Financial allocation will be increased.
6. Access to higher education will be increased up to 5% of the relevant age level.
7. Government shall enforce National Testing Services and National Council for Accreditation and Quality Assurance.
8. One year honor course for General Bachelor degree shall be introduced.
9. Higher Education funding will be raised from 0.39% to 2% by the year 2010.
10 Endowment fund will be created for research in universities.
11 An Academy for university teachers will be established and service structure of university teachers will be revised.
12. The present ratio of Arts and Science of 70:30 will be brought to 50:50.

Implementation and Achievements

These reforms were not implemented completely due to lack of funding. The Government has not introduced one year honor course for General Bachelor degree. Government has imposed stringent criteria for the establishment of private sector universities which results lack interest of private sector in this field. No endowment fund has been created for research in universities. Access to higher education has not been increased up to target. No serious attempt has been made in order to bring the ratio of Arts and science from 70:30 to 50:50. Academy for university teachers has not been made yet service structure of university teacher has not been revised. However, Government has introduced National Testing Services to encourage merit based admission .Higher Education Commission has taken many steps in order to improve quality of higher education. Most of these reforms are at the top priority of Higher education Commission which requires solid policy and attention and sincerity of authorities.

The Education Policy 2009

1. Steps shall be taken to raise enrolment in higher education sector from existing 4.7% to 10% by 2015 & 15% by 2020.
2. Investment in higher education shall be increased to 20% of the education budget along with an enhancement of the total education budget to 7% of GDP.
3. A two-fold strategy for R&D promotion at universities shall be pursued. In the first case, basic research in the universities and research institutions shall focus on building the capacity to conduct and absorb cutting edge research. The second strand shall be a focus on knowledge mobilization - that is, transmission of research knowledge through various forms of university-industry partnerships and incubator programs and science parks to the business sector. This commercialization strategy aims at assist the innovation process of the economy.
4. Competitive research grants for funding must be available to ensure that the best ideas in area of importance are recognized, and allowed to develop.
5. Opportunities for collaboration with the world scholarly community should be provided for both post-graduate students and faculty alike.
6. Tenure Track system of appointment of faculty members will be institutionalized.
7. ICT must be effectively leveraged to deliver high quality teaching and research support in higher education both on-campus and using distance education, providing access to technical and scholarly information resources, and facilitating scholarly communication between researchers and teachers.
8. Additional television channels should be dedicated to the delivery of high-quality distance education programs.

9. Faculty development doctoral and post-doctoral scholarships shall be awarded to meritorious students for pursuing their studies both in Pakistan and abroad.
10. For promoting quality in its teaching function, universities shall collaborate to be selective in specializing in particular areas rather than each university attempting to cover the whole range of programs.
11. A continuous professional development (CPD) program shall be designed for College and university teachers. The CPD, among other things, shall include the practice of subject-wise refresher courses for college teachers; Provinces/Area education departments shall ensure training of college teachers in pedagogical skills and educational administration.
12. Universities shall develop quality assurance programs, which include peer evaluation including foreign expertise.
13. Ranking system of the universities shall be made more broad-based including parameters that directly point to the quality of learning.
14. Need-based scholarship programs shall be developed and instituted to enhance equitable access to higher education.
15. Campuses of existing universities shall be established in second and third tier cities to facilitate the spread of higher education.
16. Recognizing the importance of social sciences in developing better social understanding, transmission of civic and cultural values and the potential to reduce conflict, universities shall pay greater attention to this area in their research function.
17. A broad-based education system must be developed to ensure that graduates have not only mastered their respective areas of specialization but are also able to effectively interact with people having a wide variety of backgrounds.
18. Universities shall introduce integrated four-year Bachelor degree programs.
19. Existing standardization of libraries and library professionals shall be reviewed keeping in view latest developments in the field of medical, engineering, information technology and other fields of professional and higher education to support academic work and research.
20. The lecturers selected through the Public Service Commissions shall be required to get at least six month pre-service training/ diploma in teaching methodologies, communication skills, research and assessment techniques, so as to equip them with necessary teaching skills to undertake the job.
21. Universities shall develop standards for colleges affiliated with them and these must then be categorized accordingly. Colleges falling below a certain level must be warned and eventually disaffiliated.
22. Accreditation councils will be established to allow accreditation of undergraduate programs in the respective disciplines for which these councils are established.

23. Science based education at the bachelors level, including professional degree programs, shall contain subjects in social sciences to allow the graduates to develop a more balanced world view.
24. Research linked to local industry, commerce, agriculture etc. shall be encouraged to support these areas through indigenous solutions and create linkages between academia and the market.
25. In order to ensure adherence to minimum standards of quality by all universities/ degree awarding institutions, the HEC shall develop a process for periodic re-assessment of various programs offered by institutions with regard to renewal of their degree awarding status. This provision shall be applicable to both public and private sector universities.
26. Universities shall be encouraged to develop split-degree programs in collaboration with foreign universities of good repute.
27. Universities of technology should be established to produce technologists required by industry.
28. National Centres in areas of economic importance should be identified and strengthened to contribute and compete at an international level.
29. Institutions of higher learning should be encouraged and supported to generate intellectual property that is duly protected.
30. It is necessary to focus on implementation excellence, which will require adoption of modern project management and reporting techniques as well as computerized financial management systems.

Implementation and Achievements

The enrollment in higher education has not touched the target of 10% which indicates that it will be impossible to achieve the target of 20% enrollment in 2020. The education budget has not been increased to 7% and education has been declared as provincial affair. The investment in higher education is only 0.23 % of GDP. Strategy for R&D has not been promoted in letter and spirit at universities. Tenure Track system of faculty appointment has not fully functionalized in all universities. Use of ICT has been introduced to some extent in higher education for on-campus but not for distance education to facilitate scholarly communication between students and teachers. No additional television channels have been opened to deliver distance education programs. Faculty development doctoral and post-doctoral scholarships are being awarded in selected disciplines by Higher Education Commission both in Pakistan and abroad which require further enhancement.

Continuous Professional Development (CPD) program has not been designed for college and university teachers. No program of subject-wise refresher courses for college teachers has been introduced to ensure their training in pedagogical skills and educational administration. Quality assurance program in higher education has been

introduced by Higher Education Commission through establishment of Quality Enhancement Cells (QECs) in 45 public sector and 16 private universities. Universities ranking system is being monitored by Higher Education Commission based on parameters that directly point to the quality of learning. Need-based scholarship programs in limited number have been introduced to enhance access to higher education. Existing public universities have established 37 additional campuses in other cities to facilitate the spread of higher education.

All the Universities have not introduced integrated four-year Bachelor degree programs. No pre-service training program in teaching methodologies, communication skills, research and assessment techniques has been introduced for the lecturers selected through Public Service Commissions. Universities have developed standards for colleges affiliation with them, but no uniform criterion has been introduced on which affiliated colleges can be monitored and evaluated.

Accreditation councils have been established to allow accreditation of undergraduate programs in the respective disciplines. Science based education at the bachelors level, including professional degree programs, has not been contained subjects in social sciences yet. In order to ensure adherence to minimum standards of quality by all universities/ degree awarding institutions, the HEC has not developed a continuous process for periodic re-assessment of various programs offered by public and private sector universities with regard to renewal of their degree awarding status. Universities have not introduced split-degree programs in collaboration with foreign universities. National Centers in areas of economic importance has not been identified to contribute and compete at an international level.

Historical Evolution of Higher Education in Pakistan

Pakistan inherited a very weak foundation of higher education. The University of the Punjab Lahore was the only established university at the time of independence. Sind University received its charter on April 3, 1947 and was not fully established at the time of impendence. The statistical data shows the situation of higher education in Pakistan in 1947(Table 1).

Establishment of Universities

After independence, attention was given to increase the number of universities. The number of universities and degree awarding institutions remained only four in first decade. The next decade include six more universities/ degree awarding institutions raising the number from four to ten. The number increased to eighteen during the period 1968-77, and to forty three during the period 1988-97.Now, the number of Universities and Degree Awarding Institutions is one hundred and sixty three. Detail is given in following Table 2.

Table1. *Data Showing Situation of Higher Education in 1947*

	Universities	Arts & Science Colleges	Professional Colleges
Number	2	40 (5 Female)	17 (Agriculture, 1 Medical, 4 Engineering, 3 Law, 1 Animal Husbandry, 3 Education and 1 Tibia)
Enrollment	644(56 Female)	13500 (1100 Female)	4368(327 Female)

Source: Government of Pakistan (1979), Pakistan Education Statistics, 1947-1979

Table 2. *Number of Public and Private Sector Universities/DAI by Region*

Region	Public	Private	Total
Punjab	20	22	44
Sindh	17	30	47
KPK	19	10	29
Baluchistan	06	02	08
Federal	24	06	30
AJK	04	02	06
GB	01	00	01
Total	91	72	163

Source: Higher Education Commission (2014), Islamabad

Enrollment

Students play main role in learning process, and whole the educational system revolves around the activities of students. In Pakistan a student enters a university at the age of 17-18 years and normal age group in higher education is 17-23 years. No student can get admission in Bachelor or Master Degree after the age of 26 years. At the time of impendence only 644 students were enrolled in universities. In 2002 the enrolment of students in higher education was 2.6% of students' concerned age group 17-23 years. This enrolment rate increased to 5.1% in 2009 and touched the stage of 7.8% if privately enrolled students are included. At present, 11,17,587 students have been enrolled in higher education including public and private universities, and 15,79,805 students are enrolled if distance education, colleges and privately enrolled students are included. Present enrollment of higher education by area and sector is given in Table 3.

Table 3. *Enrollment at Universities/DAI + Constituent Colleges by Area and Sector*

Sector	Distance Learning	Federal	AJK	Balochistan	G.B	KPK	Punjab	Sindh	Total
Public	474510	101433	7778	17297	2506	64322	184174	88794	940814
Private	-	14634	2077	1447		26894	75967	55754	176773
Total	474510	116067	9855	18744	2506	91216	260141	144548	1117587

Source: Higher Education Commission (2014), Islamabad

Faculty Members

Effectiveness of teaching/ learning depends upon staff student ratio. Staff: student ratios are different according to types, level of educational institution and course programs. Staff: student ratio in degree colleges range between 1-11 and 1:85; in general universities between 1:5 and 1:20, in professional universities between1:6 and1:46.The number of faculty members available in universities is given in Table 4.

Table 4. *Ph.D and Non Ph.D Full Time Faculty by Region*

Province	Faculty			
	PhD	Non-PhD	Total	% of PhD
Balochistan	181	1083	1264	14.32%
KPK	1452	3499	4951	29.33%
Punjab	3434	8017	11451	29.99%
Sindh	1568	6356	7924	19.79%
Federal	2360	5134	7494	31.49%
AJK	178	765	943	18.88%
Distance Learning	80	337	417	19.18%
Total	9253	25191	34444	26.86%

Source: Higher Education Commission (2014), Islamabad

Conclusion

In every educational policy so far enunciated, the need to reform higher education is recognized to have been felt direly. The policies chalked out so far clearly pin-pointed the major concern areas to be addressed to ensure speedy promotion of higher education. However, the implementation of the said policies lacks the sincerity, spirit and vigor which go a long way to the fruition and realization of the desired goal. It is pertinent to mention here that no policy has been put into practice in its totality. Abrupt changes in government and spelling out their own priorities regarding higher education did bring about a downward trend in the elevation process of higher education. Universities functioned with ill equipped faculty and had lack of training.

Relevance of higher education to national needs was at minimal level and had lack of compatibility with international standards.

However, after the establishment of Higher Education Commission several steps has been taken to improve the quality of higher education through faculty development, quality assurance programs, research innovation & entrepreneurship, improving equitable access, excellence in leadership & governance and financial management and sustainability. The current situation further necessitates a solid education policy to be introduced and its recommendations need to be implemented in letter and spirit. If we succeeded in doing so, it will certainly bring Pakistan at par with the developed countries of the world technologically, economically and socially. An in-depth review of the educational policies formulated in Pakistan since its inception has revealed that most of the policy recommendations were not implemented due to political instability in the country. Further, weak political will has also contributed to the failure of these policies. Meager budgetary allocations for higher education are an indicator of low level commitment on the part of governments.

Recommendations

1. Long term policies should be framed and implemented in letter and spirit. All the policy recommendations may be ensured to be implemented in totality.
2. At least 4% of GDP should be spent on education.
3. Competent management should be appointed for planning, forecasting, monitoring and evaluating higher education activities.
4. Curriculum should be revised in the light of latest research findings.
5. The main purpose of universities should be promotion of research and research oriented findings should be published.
6. All the universities should plan need oriented research activities.
7. Financial incentives should be given to faculty/researchers and intellectual and social support to enhance research activities should be given to them as well.
8. Foreign as well indigenous scholarships for higher studies should be enhanced. Foreign paper presentation should be promoted and properly appreciated.
9. The access to higher education of concerned age group (17- 23 years) should be increased up to 10%.
10. Inter-university dialogue and collaboration should be initiated.
11. Semester system should be implemented across board. The duration of degrees should be measured in terms of semesters and credit hours earned instead of number of years.
12. The weightage should be given to the research contribution instead number of research papers at the time of mobility to higher positions as Associate Professor and Professors.

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Annexure 'A'
Development of Universities / Degree Awarding Institutions

	Universities				Degree Awarding Institutions			
	Public		Private		Public		Private	
	Total	Female	Total	Female	Total	Female	Total	Female
1947-49	2	-	0	-	0	-	0	-
1950-58	4	-	0	-	0	-	0	-
1959-61	5	-	0	-	1	-	0	-
1961-64	6	-	0	-	1	-	0	-
1964-65	7	-	0	-	1	-	0	-
1965-69	7	-	0	-	2	-	0	-
1970-73	8	-	0	-	2	-	0	-
1973-74	9	-	0	-	2	-	0	-
1974-76	12	-	0	-	2	-	0	-
1976-80	15	-	0	-	2	-	0	-
1980-82	19	-	0	-	2	-	0	-
1982-84	19	-	1	-	2	-	0	-
1984-86	19	-	2	-	3	-	0	-
1986-92	20	-	2	-	3	-	0	-
1992-93	21	-	3	-	3	-	0	-
1993-94	22	-	3	-	3	-	2	-
1994-95	25	-	4	-	3	-	2	-
1995-96	25	-	7	-	3	-	3	-
1996-97	27	-	7	-	3	-	4	-
1997-98	27	-	10	1	3	-	5	-
1998-99	28	1	10	1	3	-	5	-
1999-00	31	2	13	1	4	-	6	-
2000-01	32	2	14	1	5	-	8	-
2001-02	36	2	20	1	5	-	13	-
2002-03	45	2	31	1	7	1	13	-
2003-04	47	3	34	1	8	1	17	-
2004-05	47	3	32	1	8	1	19	-
2005-06	49	4	36	1	8	1	18	-

Source: Higher Education Commission Islamabad (2006), Statistics on Higher Education

Role of Resilience as a Facilitator in Higher Education

Syeda Samina Tahira*
M. Ijaz Latif**
Muhammad Irfan Arif***

Abstract

In this correlational research emotional resilience and higher performance of teachers in education was studied with the help of Connor Davison Resilience Scale scores and comparing these with a questionnaire developed to assess comfort as well as difficulty to perform due to the presence or less presence of resilience on a sample of 75 University teachers selected on the basis of high and low professional performance (PP) as assessed by the respective supervisors. The ranking responses of the subjects analyzed with t-test and Pearson r conformed positive relationship between emotional resilience and performance supporting higher level of emotional resilience to better performance at respective workplace as compared to lower performance in case of lower resilience. Gender in the study reflects the lower level of emotional resilience among female as compared with male in case of higher education. The study is relevant for the betterment and development of teachers.

Key Words: Resilience, Performance, Teachers, Higher Education

Introduction

Teaching profession is diverse due to the nature of responsibilities, workload and other interactions like student management (Gordon & Maxey, 2000; Kosnik & Beck, 2005; McIntyre, 2003). Due to nature and diversity of the profession it brings in colors of caring and specific compassionate relational approach that accelerates enthusiasm, passion, care, wisdom, inspiration, and dedication that make many teachers great (Hargreaves & Fullan, 1999, p.21). In that context studies supports that resilience among teachers inculcates positive outlook toward education with better ability to solve problems and bring in desired change (Patterson, Collins, & Abbott, 2004; Bernshausen

*Govt. College Women University Faisalabad.
Email: saminatahira2003@yahoo.com
**** Department of International Relations, The Islamia University of Bahawalpur.
***PhD. Scholar, University of Education, Lahore.

& Cunningham, 2001). It is also observed that resilient teachers comparatively more likely to update their knowledge and most of the time search for excellence in professional capabilities (Patterson, Collins, & Abbott, 2004). The diverse needs of the professions make teachers to play the roles of parent, nurse, administrator, manager, counselor, lawyer and sometimes even a law enforcement officer. The more the teacher performs these roles the more he is successful in his her profession is a tested reality in that context the role of teachers is much varied as is generally recognized (Benders & Jackson, 2012).

However the basic role of a teachers is to teach or to instruct thus it is but natural that a good instructor or teachers that delivers well would be considered good teacher but if such is accompanied by resilience that certainly it add to the basic role to address various professional stresses a pre-requisite for better performance (Klusmann, Kunter, Trautwein, Ludtke & Baumert, 2008).

Teachers' Emotional Resilience

According to Glenn (1989), teacher's emotional resilience is maturity, self-reliance, healthy behavior and other elements related with character. He also evolves a few lists of these traits related with the management that to him play a vital role for managerial role successes. Whereas a few authors have rated resilience "the capacity for or outcomes of successful adaptation despite challenging and threatening circumstances" (Masten, 1990) and such are in line with the English word "resilience" extracted from "resilience," that means "to bounce or spring back" (Agnes, 2005). Another angle about resilience is the ability to overcome stress or adversity. Yet another way of examining resilience is all those individual characters that limit the negatives behaviors associated with stress thus helping adaption even in adverse circumstances (Wax man et al 2003).

Thus resilience is a construct that refers to the person's capacity to handle environment and its difficulties, high pressures and managing such situation in a way that curtail the prevalence of negativity in such strives. The importance of resilience has been studied in various environments and in various prospective and such questions that why a few workers experience burn out in certain stressful situations that are usual for other employees to flourish in the same environments to meet the future challenges. There are also the studies available in that context in which resilience have been considered a positive trait that could help the social workers to develop adaptation mechanisms in stressful situations that is necessary for their professional growth (Collins, 2008; Morrison, 2007; Howe, 2008).

Emotional resilience is an effective coping and adaptation in the face of adverse circumstances (Collins, 2008) and capacity to 'bounce back' negative emotional experiences by adaptation and to change the demands according to the needs of

stressful experiences (Tugade and Fredrickson, 2004). Emotions and emotionality in a few studies are considered the performance predictors (Rajah, Song, & Arvey, 2011, p. 1107). These findings helped to build the premises for the present study to look into the possibility that how emotions management as resilience in case of teachers helps or adds to the performance of teachers

Statement of the Problem

The relationship between teacher's emotional resilience and their performance at higher education is the main focus of present study. Gender role in case of emotional resilience was another feature of the study. The present study focuses on evaluation of the level of emotional resilience of teachers, investigating the relationship between teacher's emotional resilience and their performance, and comparing the emotional resilience of male and female teachers.

Research Questions

Following were the research questions in the present study:

1. What is the level of emotional resilience of teachers at higher education?
2. What is the relationship between teachers' emotional resilience and their performance at higher education?
3. What is the difference between the emotional resilience of male and female teachers at higher education?

Hypothesis of the Study

Following hypotheses were tested in the study:

Ho1: No significant relationship between teachers' emotional resilience and their performance at higher education exists.

Ho2: No significant difference exists between the emotional resilience of male and female teachers at higher education.

Methodology and Procedure

The aim of study was to find out the relationship between teachers' emotional resilience and their performance at their workplace. For this purpose the researchers conducted a correlation research. The population of the study was all teachers of the departments of universities in Punjab. A sample of 75 university teachers from three universities of Punjab was taken by using convenient sampling technique i.e. 25 teachers from each university. The researchers used questionnaires to measures the level of teachers' emotional resilience and their performance. The first instrument Connor Davidson resilience scale was used in this study to investigate the level of emotional resilience. It purportedly measures one's emotional resilience level. Four point Likert Scale was used to identify the emotional resilience level. The Likert-type scale consists of ten statements about emotional resilience. The second instrument was used to measure the teachers' performance while performing on job. Five point Likert scale from strongly disagree to strongly agree was used to know the teachers'

performance at work. The data collected in terms of participant's ranking responses was analyzed by applying descriptive and inferential statistical techniques such as means, t-test and Pearson r. SPSS version 16.0 was used to analyze the collected data.

Findings of the Study

Table 1. *Level of Teachers' emotional resilience at Higher Education*

No of Subjects	No of Items on Emotional Resilience Scale	Range of Scores on Each Item	Mean Score of the Respondents	Level of Emotional Resilience
75	10	1-4	1.9	Below Average

Table 1 shows that the respondents could score a minimum score of 1 and a maximum score of 4 on each item of the emotional resilience scale. The score above than 2 (mid-point) represents greater level of emotional resilience, while the score below 2 represents lower level of emotional resilience. Table shows that the mean score of the respondents on emotional resilience scale was 1.9 which is below average. Hence the teachers at higher education showed lower level of emotional resilience at their workplace.

Table 2. *Level of Teachers' Performance at higher Education*

No of Subjects	No of Items on Performance Scale	Range of Scores on Each Item	Mean Score of the Respondents	Level of Emotional Resilience
75	15	1-5	2.37	Below Average

Table: 2 shows that the respondents could score a minimum score of 1 and a maximum score of 5 on each item of the performance measuring scale. The score above than 3 (mid-point) represents greater level of emotional resilience, while the score below 3 represents lower level of emotional resilience. Table shows that the mean score of the respondents on emotional resilience scale was 2.37 which are above average. Hence the performance of the teachers at higher education was below average.

Table 3. *Level of Male Teachers' Emotional Resilience at higher Education*

No of Subjects	No of Items on Emotional Resilience Scale	Range of Scores on Each Item	Mean Score of the Respondents	Level of Emotional Resilience
40	10	1-4	2.5	Above Average

Table: 3 shows that the male respondents could score a minimum score of 1 and a maximum score of 4 on each item of the emotional resilience scale. The score above than 2 (mid-point) represents greater level of emotional resilience, while the score below 2 represents lower level of emotional resilience. Table shows that the mean score of the male respondents on emotional resilience scale was 2.5 which are above average. Hence the male teachers at higher education showed greater level of emotional resilience at their workplace.

Table 4. *Level of Female Teachers' Emotional Resilience at Higher Education*

No of Subjects	No of Items on Emotional Resilience Scale	Range of Scores on Each Item	Mean Score of the Respondents	Level of Emotional Resilience
35	1	1-4	1.3	Below Average

Table 4 shows that the female respondents could score a minimum score of 1 and a maximum score of 4 on each item of the emotional resilience scale. The score above than 2 (mid-point) represents greater level of emotional resilience, while the score below 2 represents lower level of emotional resilience. Table shows that the mean score of the female respondents on emotional resilience scale was 1.3 which is below average. Hence the female teachers at higher education showed lower level of emotional resilience at their workplace.

Hypothesis Testing

Ho1: There is no significant relationship between teachers' emotional resilience and their performance at higher education.

Table 5. *Correlation between teachers' emotional resilience and teachers' Performance*

		Resilience	Performance
Resilience	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	75	75
Performance	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Table: 5 show that the Pearson product moment correlation r between the two variables "emotional resilience" and the "performance" of teachers at higher education is .726 which is statistically significant at the 0.01 level (2-tailed).

Ho2: There is no significant difference between the emotional resilience of male and female teachers at higher education.

Table 6. *Gender differences in emotional resilience of teachers at Higher Education*

Gender	N	Mean score (X)	S.D	df= (n1+n2)-2	t-value
Male	40	2.5	0.634863	73	10.7964
Female	35	1.3	0.181126		

Table: 6 shows that t-value 10.7964 is greater than critical t-value 1.993 at 5% level of significance. So the null hypothesis is rejected. It means that there is a significant difference between the emotional resilience of male and female teachers at higher education. Hence the hypothesis stood rejected. Table also shows that the mean score of male teachers' emotional Resilience is greater than the mean score of female teachers emotional Resilience, so it is concluded that male teachers at higher education exhibit greater level of emotional resilience as compared to female teachers at higher education.

Discussion and Conclusion

Through careful data analysis it was concluded that there is an extremely statistically significant relationship between the emotional resilience and the performance of teachers at higher education, means the teachers with greater level of emotional resilience perform better at their workplace as compared to the teachers with lower level of emotional resilience. Furthermore it was also concluded through data analysis that there is a statistically significant difference between the emotional resilience of male and female teachers at higher education, the male teachers possess greater level of emotional resilience as compared to female teachers at higher education.

Emotional resilience plays an important role in the kind of work an employee produces, and the relationship they enjoys in the organization, besides, the emotional resilience also can improve the individual and organizational performance (Goleman, 2004). Emotional resilience plays an important role in the work place to predict the result of work-related individuals like job satisfaction and job performance (Hayward, 2005). The study confirms these findings and indicates higher level of positive relationship between emotional resilience and the workplace performance.

Teachers' emotional resilience is a dominating trait of their personality which surely affects their performance at their workplace. Hence, the teachers must enhance their level of emotional resilience at their workplace through specific precautions, measures, psychological treatments and intervention, so that they may perform better at their workplace. As the results of the study highlights the gender differences in emotional resilience, the female teachers are at critical situation. Female teachers should pay extra attention and devotion to their psychological traits like emotional resilience.

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Developing Speaking Skills through Sensory Activities: An Empirical Study Conducted on Pakistani EFL Learners

Mamuna Ghani*
Shahid Nawaz**
Muhammad Asif***

Abstract

The current study has been carried out with the assumption that language learners learn language better through the use of sensory activities and experiences. The researchers conducted the current study among pre-O Level EFL Learners learning in English-medium Institutions of Southern Punjab. Three institutions offering O level studies/academic programs were selected. The learners, with the participation of their respective EFL class teachers, were pre-tested for their speaking skill proficiency. The pretest proficiency of the learners was documented. The researchers arranged 06 days language development program for language teachers and introduced them to the activities that were based on five senses. The language teachers organized lessons for teaching speaking according to the proposed way i.e. using sensory activities and experiences for better speaking proficiency among Pakistani EFL learners . After 06 weeks exercises, post-test was conducted. The study showed significant effect in case of learners' performance in speaking skills. Statistically significant improvement was seen in the learners' posttest.

Key Words: Sensory activity, sensory experience, EFL learner

Introduction

Speaking proficiency has a paramount significance in developing and enhancing the worth of effective and real-time communication. Its value, in this modern and innovative world of media and technology, touches the zenith (Zaremba, 2006). Owing to considerable charisma of the speaking competence, many researchers like

* Dean Faculty of Arts/Chairperson Department of English, The Islamia University of Bahawalpur.
Email: drghani2009@yahoo.com
**PhD Scholar, The Islamia University of Bahawalpur, Pakistan
Email:shahidcsn@hotmail.com
***PhD Scholar, The Islamia University of Bahawalpur.

(Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009) have done work pertaining to this particular field and advocate the usage of appropriate and apt language learning activities and practices that better help in developing proficiency of the learners, learning English as a foreign Language. The above-mentioned researchers suggested class room activities, pair and cluster class room drills, motivational paces and reinforcement undertakings. They also laid significant stress over listening practices through the proper usage of mass media; pursuing discourse actions and raising the prospects of rightly enunciating individual and peculiar targets pertaining to real-world locales. Shumin (1997) relates some of the relevant factors that include effective speaking experiences like listening activities, cultural manifestations and emotional expressions, linguistic and strategic competence.

Of the four key English skills, speaking appears to be the most imperative and domineering on prerequisite to communication practices at large (Zhang, 2009).The restricted and inadequate contact to speaking activities and exercises may result into speaking ill-competence. The L2 learners deem pronunciation, vocabulary, and linguistic collocations and appositions as the significant aspects that need to be laid stress upon in building eloquence for EFL communicators. Tam (1997) considers the facility of acquaintance and chances of recurrent speaking tasks as substantial ones in evolving the learners' eloquence. The Self-confidence and proficiency generally help strengthen English speaking skills. Patil (2008) avowed that L2 learners should allay and alleviate the fears of the learners first. By doing this, the learners will find a comfort zone meant for structuring the learner's poise and proficiency. This poise and proficiency in speaking could be developed through applicable spoken discourses, relevant syllabus design, modern means of language teaching, and ample quantity of tasks and instructional resources (Bailey, 2005; Songsiri, 2007).

MacIntyre et al.'s (1998) model proposes that situational variables should also be considered into the paradigm of speaking proficiency practices as they help motivate or demotivate the learners to learn their language tasks with personal will to speak and consequently overcome the language barriers coming right to their way. Learners who learn English as foreign language for educational advantages or personal proceeds, especially in settings where foreign language has no place in society, accrue and amass no gain outside the classroom environment.

The projections to properly engage L2 speaking practices are every time controlled, for the target language is taught only as a subject, and is not commonly used as a medium of communication outside the classroom environment. Since no outside-class room activities are done, the L2 learners, resultantly, do not come true to real-time success in their aspired job of learning. Ellis (1994) briefs on the value of cognizant and heedful considerations pertaining to the rules and regulations much needed for learning

a target language. He talks about the larger role of verbal exposure retained through and for the mastery over the subject tasks, treated as a decontextualized form of familiarity and the fund of human knowledge.

Lightbown et al (2002) opine that L2 teachers/instructors, perceiving the significant role of grammar rules, should extend practices which are helpful in knowing the rules and principles essential for practicing a foreign language. Ellis (1994) is of the view that the L2 learners mostly prepare themselves for merely getting through the exams and therefore lack in practical capability and professional knack.

Littlewoods (1992) also laid greater emphasis over a communal milieu or a societal context. He elaborates upon the activities and experiences which come from the social environment and help the learners to easily comprehend the themes and then communicate further in the same understanding to the fellow learners. Such types of activities prove effective in developing speaking skills of the learners out and out. Rubin and Oxford (1992), term the experiences like paired and small group activities as useful in creating evocative and thought-provoking verbal exchanges. These experiences also provide with the opportunities to speak up proper and promising. Essberger (2000) and Rubin and Thompson (1982) conclude their studies that in target language teacher-learner interaction is possibly seen as a means to grasp L2 in some convenient manners. The learners find a proper chance or opportunity and respond to the responses shared by the teacher/s. The L2 learners, then, perform all classroom activities in the presence of a good counselor present in the form of a teacher in the class rooms. Essberger (2000) also argues that the learners should go for interaction and practice pair or group activities as the task cannot be discharged by practicing the communicative acts alone. Ernenwein (2002) points out the difference between formal and informal styles of speaking a language. He avows that the way a language is spoken in a classroom is poles apart from the more unceremonious and casual style of speaking used in everyday life settings. He further adds that L2 learners should be made familiar with many formal and informal expressions and local vernacular items/terms of a specific language. This active usage of both the formal and the informal expressions can prove helpful in making the learners more fluent and well-conversant.

Lewis (1999) discusses some of the activities which can help quicken the pace of learning a target language. To Lewis, activities like asking L2teacher/s about explanations for why and how to do a task, demonstration on some obscure representations, commenting on briefly on the topics of discussions about the verbal or linguistic acts, creating connections between the current and previous lessons, making inferences and generalizations, and simply justifying the viewpoints. The L2 learners may further be encouraged to add some more information to a fellow's comment leading to some better comprehensibility, doing by agreeing and disagreeing,

illustrating examples from the other readings as and when it is necessary and viable, sharing personal life experiences and presenting both sides of the arguments. Essberger (2000) and Rubin and Thompson (1982) proposed that, in addition to pair or group activities, outgoing verbal contribution could also be consummated through means of daily demonstrations in the class room locales.

So as to observe the advancement in learning a foreign language and especially assessing the speaking proficiency, individual differences should also be taken care of. The personalities of the learners play a significant role in determining how quick the L2 learners are at learning and accomplishing their tasks. The L2 learners with risk-taking bent of mind least care mistakes. And they generally come up as more voluble than the one who take a long time to speak forcefully. The learners who take some time to verbally communicate themselves make very fewer mistakes and errors. Both the learners, aided by their personal traits, reach some developmental stage or phase with some or more proficiency depending on the value and worth of the task and the interests at hand. If the target is to only develop the speaking skills, the learners should be asked to practice or to do the risk-taking jobs (Burk, 1998).The EFL learners need to prepare themselves for the tasks at hand (Dinkins, 2007).These preparations are consist of identifying the task, the resources at hand and the provision of a suitable model of the speech they are meant to yield out. A model may involve clear and specific instructions about the task to be consummated before performing the real and authentic spoken version activities and exercises. Imitating, answering verbal cues, interactive conversation, or an oral presentation are some of the activities which can be used in class room settings. Information gaps, like surveys, discussions, and role-plays, are also normally used for speaking practice, (Gert and Hans, 2008).Yule (1999) specified that the speaking proficiency totally depend upon the density of the information to be communicated. The learners, however, find it difficult to clarify what others wanted to say. Rebecca (2006) indicated that speaking was the first mode in which children assimilated language; it is part of the daily participation of most people with language activities. It is the prime motor of language and culture change and obvious and overt linguistic comprehensibility.

Theoretical Background

Human sanities and wits are all owing to a physical aptitude and ability of beings that partly cover the data at hand for insight and acuity. These capabilities and intelligences are actually the five or penta senses. Their complex processes, taxonomic significance, and the theoretical implications are the topics that are properly comprehended by a variety of fields, most remarkably neuroscience, cognitive psychology and philosophy of perception. The nervous system has a specific sensory approach for signaling before and after any of the occurrences.

Sense of Sight

Among penta senses, sense of sight is the most valuable one. Jayakirishnan (2013) terms this human sense as the most dominant sensory system and the strongest sense used in learning. It helps see the body part for seeing the world around. It is the best camera, with unlimited focal length. Whatever one sees, is passed on to brain for further processes. Among all the five human senses, it is the only sense which can be much trusted in. The learners see the world around and make images which are stored in the brain. These stored images as and when required can be had from the brain. Even the learners can get back an image which they had stored in their memory in their childhood days. This is why the eyes are considered the wonderful input devices to help serve the purpose of learning (Hulten, 2013).

Sense of Hearing

The ear is the other body part meant for hearing the sounds, utterances and noises. The ear takes information in the form of resonances and passes on to the brain for further comprehension processes (singleton, 2013). This information, taken up to the brain, can help in identifying and eliciting different kind of responses. Listening to music, listening to someone scolding, listening to someone expressing feelings, passions or emotions voiced to near and dear ones, listening to radio, tape recorder and news channels are the common perceptions perceived through the sense of hearing. Patterned Sounds create imperatively some positive effects on the mood, mental preferences and common behavior (Alpert et al. 2005). It can be used as an efficient tool for communicating with the unconscious needs of the target people. It affects one's habits and behaviors (Lindstrom, 2005).

Sense of Taste

Through this sense, one perceives the palate of the things beings tasted. It is through this sense simply that the taste like sweet, bitter, acrid, soar, salty and etc. are properly sensed of. The taste buds, located chiefly in the tongue, help in sensing the true nature of the taste(Huang et al. 2006).The sense of taste functions in coordination with the sense of smell (Spence, 2008). The number of taste buds varies substantially from individual to individual, but larger numbers up turn larger thoughtfulness (EL-Dash, 2012).

Sense of Smell

The nose helps in sensing smell. The smell sensors sense seven types of sensations that can be branded as camphor, musk, flower, mint, ether, acrid, or putrid. The sense of smell is sometimes temporarily lost when one observes cold. The sense of smell is very close to our emotions and behavior and it has great influences on our life (Mahmoudi et al., 2012).One can close ones eyes, cover the ears, does not call or refuse to taste, but the smell is part of an air that you breathe (Lindstrom, 2005). The sense of

smell involves almost 45% communication (Kotler and Lindstrom, 2005). The sense of smell is very close to our emotions and behavior and it has great influence on our behavior as well (Mahmoudi et al., 2012).

Sense of Touch

Touching, a physical contact through the skin is the substantial human sensation (Kotler & Lindstrom, 2005). This sense functions throughout the whole body. Through Nerves, the body transmits sensations to the brain. The touching parts of the body have extra sensitiveness towards any other of the sensational activities. Cold, heat, contact, and pain are among major touching sensations. This sense can be used through matter, material, hotness and coldness, weight and shape. It also provides a better effect on and over touch practice (Rodrigues et al., 2011).

Human senses, experiences and emotions of the target population in learning are emerging as important publicizing paradigm and an alternative main phenomenon (Achrol & Kotler, 2010). All these five senses act as the input devices, which carry data to be processed in the brain. Once the data is processed the result will be expressed through words the learners speak up through their actions or activities. The interlinking of all the five senses with the brain is to be focused. For instance, if a lecturer delivers a lecture on the concept like 'The Importance of English', all the EFL learners will not be interested and attentive. Here only the sense of hearing alone is pleased and consequently the learners get bored and less interested. Imagine that a lecturer plays a video which clearly portrays the importance of English, delivers a lecture using the Power Point Presentation and then makes the EFL learners to listen to a podcast about the importance of English; definitely there will be a slight change in the interest level of the EFL learners.

Five Senses at Work in the Context of Language Learning

In speaking first language and the second/foreign language, the learners find weighty differences. In the prior position, memories of childhood and parents' linguistic contribution played the role while in the latter case; one is to face a totally different language, culture and values to acquaint with/ for. For adults, learning to speak a new language is in many cases far from satisfactory simply because they feel they need to cope with many different aspects at one time, and that seems to be impossible in real conversations. Here the integration of five senses to focus the task ahead is much needed. On eating something the tongue gets pleased; on watching some pleasant scene, eyes get pleased; on smelling a scented air, the nose gets pleased; on listening music the ears get pleased; on touching something soft or pleasurable, the body gets pleased. The learners, as a whole, are pleased by anyone of these five senses through various physical activities. In deriving proper pleasure, the learners need to engage more than one sense in their foreign language learning activities and exercises.

Statement of the Problem

English speaking ability has a significant value in common and day-to-day interaction. In this global era, English language has a marked significance as a media of communication and it puts people at ease who come from different cultural identities to feel free in doing interaction for the accomplishment of their aspired work at their particular situations and settings. As an international language, it is also being taught in Pakistan both in private and public sector educational institutions.. Through interviews, the researchers came to know about the obstacles EFL learners faced during and outside their classes. These hindrances, as internal difficulties, included hesitation, shyness, anxiety, uncertainties about the success of their spoken utterances, and lacking in self-confidence. The external factors included the lack of speaking practice and linguistic input from receptive materials i.e. listening and reading. These difficulties influenced the overall speaking performance of the EFL learners. It is in this background that the researchers devised the activities on the basis of sensory experiences to assess the role and significance in EFL class rooms in Pakistani context.

Objective of the Study

The objective of the study is to investigate the effect of sensory activities and experiences on second language learning in Pakistani context.

Hypotheses

The study formulates the following hypothesis:

H_0= There is no significant effect of use of sensory activities on language learning.

H_a = There is significant effect of use of sensory activities on language learning.

Method

To answer the research questions, the researchers approached the language teachers of the respective classes of research participants and extended the class-room activities designed on the basis of sensory experiences. The class room teachers employed the same activities in their class rooms for assessing the significant role. The pre-test and posttest data were analyzed through t-test/ for assessing significance in speaking English as a foreign language in Pakistani context. 75 pre O Level EFL learners of English-medium educational institutes were the participants of the study. The researchers singled out three institutes serving working communities at District Muzaffar Garh and District Dera Ghazi Khan and pre-tested their proficiency in speaking skills.

Research procedure

The material based on integrated five senses was used as sensory activities and researchers went through observing the overall acting, discerning, reflecting and evaluating activities of the EFL teachers/instructors pertaining to assessing the success,

achievement or proficiency of the learners. The language teachers included the activities in their class rooms like creating a manual of five senses events, providing relevant theme with appropriate vocabulary, findings associations and relations such as top, bottom, direction, space and location (above/below, front/back, near/far), listening to the recorded and videotaped sounds and stories; matching the identical and complementary written text with illustrations of each of the five senses and developing foreseeable language/pattern understandings further.

The experiment included pretest and post test. For assesssing language proficiency, TOEIC Test was used. The TOEIC test contained 11 questions which focused to different kinds of oral responses from the test takers. Two questions focused on reading aloud, one question focused on description skill and then there were questions regarding the daily life of test takers. The points scored by test takers indicate their certain proficiency levels.

The test score indicated 08 levels of speaking proficiency. Total score on the basis of TOEIC Speaking Test was 200.

Findings

The researchers collected individual score of the learners from the language teachers and then counted the EFL learners' score into percentages by following EFL learners' performance both in pre-test and post-test. After the analysis, the findings of the study are enlisted.

Table 1. *Pared Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.4933	75	16.06774	1.85534
	Posttest	66.3067	75	15.89235	1.83509

Table 2. *Paired Samples Correlations*

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	75	.972	.000

In the table 4 the t calculated value is (-20.003) which is compared with the level of significance at 5% (0.005) whose value at two tailed test is 1.96. So as the result shows that t calculated value is greater than α value and *p* value is 0.000 which lies in the rejection region. In this case Null hypothesis is rejected and the results are found significant. In the table 4 the predefined value is ($\alpha = 0.05$) and p-value is (0.000). As P value is less than α value, the results in this case show significant difference between results of pre-test post-test. This inference leads us to reject Null

hypothesis (The use of sensory activities has no significant effect on language learning). Thus the Ha is accepted which states that "the use of sensory activities has significant effect on language learning.

Table 3. *Paired Sample Test*

	Paired Differences			95% confidence interval of the difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Paired 1 Pretest – Posttest	-8.81333	3.81566	.44059	-9.69124	-7.93543	-20.003	74	.000*

The results of the study based on the research rationale show a significant progress in learners' proficiency through the use of sensory activities. Statistically significant improvement measured through paired samples test is evident in the following:

Posttest (66.31 ± 15.89) vs. pretest (57.49 ±16.06), t (74) = -20.00, p=(.000*)

The researchers in the light of above mentioned statistics pertaining to pre and post test results conclude that there was a significant progress in the speaking proficiency of the learners.

Discussion and Conclusion

On the basis of the results obtained by the researchers through the pre-test and posttest of the EFL learners, it was observed that most of the EFL learners were keen and interested in learning English speaking through the activities and exercises based on the concepts of five senses. They showed readiness to express their ideas in speaking activities conducted inside the classroom, most of them could minimize their fears and shyness to speak. The frequency and percentage of EFL learners' speaking ability were improved well in final results. Moreover, teaching speaking through five senses also helped learners in motivating them for an active and more vigorous participation in speaking activities during language learning process in the classroom setting. Sensory activities and exercises also helped in minimizing the EFL learners' problems in speaking English such as low motivation to speak, don't have sufficient vocabulary to express their ideas, feeling shy when they spoke in front of their friends, still inflexible in expressing their ideas through oral communication, unfamiliar with good techniques to speak comfortably.

The fusion and integration of sensory activities and exercises into EFL classrooms can positively make the learners more involved and well-engaged in the learning process. The basic knowledge of the senses, the sensory organs, and their integrated role in the class room settings will help a teacher in developing the speaking skills of the learners. The utilization of the modern means of data communication like you- tube videos, Podcasts, Short films, Movies, Mimes etc. can also be considered while designing learning events with the clear and vibrant understanding of the Senses. The language teachers are expected to develop learners' speaking skills through integrated exercises of sensory actions and activities.

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Non Formal Basic Education Schools and Adult Literacy Centers: A Case Study of Brick Kilns Schools in Punjab

Mazhar-ul-Haq Baluch[*]
Muhammad Abdul Quddus[**]
Khawar Ata[**]
Sajjad Mubin[***]

Abstract

Brick kilns are established to provide educational facilities to the people of remote areas of Punjab, Pakistan. Under this scheme Government of Punjab allocated Rs 109.894 million to launch a pilot project in the two districts of Southern Punjab by setting up Adult Literacy Centers (ALC) & Non Formal Basic Education (NFBE) Schools. This project was evaluated by the authors. The evaluation report indicates the higher (39) than targeted (20) average enrolment for each of the sample NFBE Schools whereas the average enrolment of ALCs remained 17 learners per institution against the target of 15 learners. Moreover, the average attendance of these institutions was above 80%. The overall drop-out rate was 0.8 % for NFBEs and 1.9% in ALCs. Results revealed that 75% NFBE learners secured more than 60 percent marks in both the oral and written examinations whereas 81 percent ALC learners reached this level. These results provide convincing evidence for the accomplishment of the project. The appreciation of the brick laborers' families might be considered as an additional support to the conclusion.

Key Words: Brick Kiln, Non Formal Basic Education, Community School

[*] Lahore School of Economics, Main Campus Burki Road, Lahore.
[**] Punjab Economic Research Institute, (PERI), Lahore.
[***] Department of Planning and Development, Government of Punjab, Lahore.
Email: sajjadmubin@yahoo.com

Introduction

Education is a fundamental human right. It is the key to sustainable development, peace and stability within and among the countries and an indispensable means for effective participation in the societies (Burns, 2002; Badley, 1986). Literacy and basic education are major means for social uplift and developing human capital. Literacy allows a person to raise his / her social and economic status he or she belongs to (Turner, 2012; Rumble, 2007). French sociologist Emile Durkheim established relationship of education as the transmission of society's norms and values. Society can survive only if these exists among its members as sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands. Without these 'essential similarities', cooperation, social solidarity and therefore social life itself would be impossible. In Durkheim's complex industrial societies, the school serves a function which cannot be provided either by the family or peer group. Membership of the family is based on kinship relationships and membership of the peer group is based on personal choice. Membership of society as a whole is based on neither of these principles (Weber, 2011).

Constitution of Islamic Republic of Pakistan enjoins upon the state to eradicate illiteracy and provide universal compulsory free education up-to secondary level within minimum possible period. Pakistan is also the signatory of World Declaration on "Education for All" and committed to reduce adult illiteracy by 50 percent of the existing illiteracy rate (Unesco, 2012; Unesco, 2014). Article 26 of the Universal Declaration of Human Rights (1948) recognizes free and compulsory elementary education, a right of all human beings irrespective of their age, gender or social status. Globally, majority of the unemployed or under-skilled labour force is illiterate. In Pakistan poverty and illiteracy are major problems for people living in rural areas which are linked with malnutrition, infant mortality and other social amenities (Burns, 2002). Particularly, in the Punjab there are a considerable numbers of people who are living miserable life in working under developable conditions especially at brick kilns. As per labor department statistics there are thousands of brick kiln workers associated with about 5000 brick kilns in the Punjab province. Following the directions of the Supreme Court's decision, Govt. of Punjab launched a Pilot Project in two districts of Punjab i.e. Multan & Khanewal with the Establishment of Adult Literacy Centers (ALC) & Non Formal Basic Education (NFBE) Schools.

Project Management Unit (PMU) was established at Multan to coordinate and monitor all project activities. The project involved mobilization of community. Parents of the brick kilns workers were motivated to formulate parents committees and send their children to Non-Formal Basic Education Schools. Similarly, Illiterate adults were also persuaded to attend the Adult Literacy Centres (ALCs). Regarding the premises for NFBE Schools and Adult Literacy Centres, the President Brick Kilns Association was contacted to provide suitable place by brick kiln owners, whenever and wherever required for establishing the NFBE Schools and ALCs.

Research Method

Two mid-term evaluations of the project were conducted. An appropriate methodology was developed to capture the targeted performance and impact of the project. Survey based approach was adopted to collect data from beneficiaries of the project. Sample size of the brick kilns was determined by applying a statistical formula mentioned below considering the estimated variability of enrolled students in all the Adult Literacy Centres and Non- Formal Basic Education Schools (Fraenkel, Wallen & Hyun, 2011).

$$n = \frac{N.Z^2.V^2}{N.d^2 + Z^2.V^2}$$

Where

n = Sample size for Training Centres (Brick Kilns)

N = Total Number of Training Centres (Brick Kilns)

Z = Normal variate at 90 percent precision level (1.654)

d = Acceptable error i.e. 10 percent

V = Estimated variability among elementary units = (0.40)

$$n = \frac{550 \text{ x } (0.4)^2 \text{ x } (1.654)^2}{550 \text{ x } (10)^2 + (0.4)^2 \text{ x } (1.654)^2}$$

$$n = \frac{249.24}{5.94} = 41.96 \quad say \ 44$$

This determined sample size of 44 was equally distributed between ALCs (22 Centres) and NFBEs (22 Schools).

At the second stage, four learners from each ALCs and NFBEs were randomly selected for written and oral test. Thus, the written and oral test was given to 88 ALCs and 88 NFBEs learners. One teacher from each of the ALCs and NFBEs were taken as

study sample. The survey teams collected data from 22 ALCs and 22 NFBEs teachers. All of the Project Literacy Coordinators were interviewed. The parents of one learner from each ALCs and NFBEs were also interviewed. Resultantly, 44 parents / husbands of learners from the selected ALCs and NFBE schools were interviewed. Secondary data was also collected from PMU of the project, established in Multan, regarding relevant indicators of the study for this purpose.

Identification of Indicators: Generally, the indicators for such a study have been considered numerical and comparable. The main dependable and the project success concerned indicators have been allocation and timeliness in release of funds. Strength of the learners and their attendance status, drop-out, migration and new admission, availability and condition of infrastructure, distance of other elementary government school, role and functions of mobilization committee, record maintenance status by teachers and checkup of education quality of the learners were the selected indicators of the study.

Results and Discussion

Analysis of Allocation and Total Expenditures of the Project cost: Total allocation of the funds for implementation of the Project was Rs. 109.894 million whereas total expenditure incurred up till October, 2012 reported were 43.1 percent i.e. Rs. 47.415 million.

Project Staff Strength: Total strength of the project staff comprised 26 sanctioned posts of different cadres, out of which 24 posts were reported filled in at the time of survey.

Learners Enrollment Pattern: Learners strength was collected from the sample ALCs and NFBEs. It was evident from the Table -2 that the average enrolment for sample NFBE Schools was 39, while the respective average for brick kiln and non-brick kiln learners was 30 and 9 respectively. Results show that 77.5 percent learners belonged to the brick kiln families, while the remaining 22.5 percent learners were from the non-brick kiln families. In case of ALCs the average enrollment reported was 17 from which 87.4 percent belonged to brick kilns families while 12.6 percent were reported belonging to non- brick kilns families (Table-2). Detailed response may be seen in Table - 1.

Table 1: *Enrollment Pattern of NFBEs and ALCs Learners*

Families	NFBEs Enrollment			ALCs Enrollment		
	Total	Average	percent	Total	Average	Percent
Brick kilns	663	30	77.5	320	15	87.4
Non-Brick Kilns	192	9	22.5	46	2	12.6
Total	855	39	100	366	17	100

Attendance Status at NFBEs and ALCs: The effective assessment measure to prove genuinely of such remotely established educational institutions could be assured on the basis of existence of the learners in the premises of the institutions. Consequently an attempt was made to record the attendance of the learners in NFBEs and ALCs established at brick kilns. In this regard, the attendance of these learners was recorded on survey day, one week prior to survey day and two weeks prior to survey day. The data reflected that the attendance on survey day was 82.1 percent, while the attendance on one week prior to the survey and two weeks prior to the survey day was 85.8 percent and 86.6 percent respectively. In case of ALCs the attendance recorded was 76.2 percent, 77.9 percent and 82.2 percent on survey day, on week prior to survey and two weeks prior to survey respectively.

Status of Drop – Out / Migration and New Admission: Migration was the most serious problem in managing NFBEs and ALCs. Since, the brick kilns families used to leave kiln in nights; the Project management was unable to tackle this problem. Results revealed that overall 4.3 percent candidates were dropped due to migration, while 1.2 percent learners were dropped due to any other reason. However, the ratio for new admission was 4.7 percent. The total dropout rate was 0.8 per school. In case of ALCs, more than 5. students were dropped from ALCs due to migration. However, the new admission rate was 3.3 per centre. Thus the actual dropout rate was 2.6 per centre (Table 2).

Availability and Condition of Infrastructure: Provision of certain basic infrastructure is the essential to initiate an activity in an institution. Thus the availability of furniture, fixture, stationery and other allied facilities' quantity and quality was also assessed. The condition or quality of these facilities was graded as excellent, good and average. Detail response with regard to the availability and condition / quality of these facilities in NFBFs is depicted in Table 3.

Table 2: *Status of drop –out, migration and new admission during last six month*

Months	NFBEs			ALCs		
	Migration	Other Reasons	New Admission	Migration	Other Reasons	New Admission
1st Month	5.0	0.4	2.6	3.9	-	1.1
2nd Month	5.0	1.4	4.6	9.2	0.3	8.1
3rd Month	5.3	2.0	3.6	2.1	-	5.8
4th Month	2.5	0.7	5.9	3.6	3.0	0.8
5th month	4.1	1.4	6.3	8.7	0.8	2.3
6th Month	3.8	1.2	5.0	3.1	-	1.3
Overall	4.3	1.2	4.7	5.2	0.7	3.3

Table 3: *Availability and Condition of NFBE Schools Infrastructure*

Sr. No.	Items	Availability			Condition / Quality		
		Yes	No	To Some Extent	Excellent	Good	Average
Furniture and Fixture							
1	Signboard	100	-	-	18.2	77.3	4.5
2	Mat	100	-	-	22.7	72.7	4.5
3	Arm Chair	100	-	-	22.7	72.7	4.5
4	Blackboard	100	-	-	27.3	63.6	9.1
Stationery							
5	Flag	90.9	9.1	-	19.0	71.4	9.5
6	Chalks (5 Boxes)	100	-	-	22.7	72.7	4.5
7	Attendance Register	100	-	-	31.8	68.2	
8	Educational Charts	95.5	4.5	-	23.8	71.4	4.8
9	Note Book	100	-	-	27.3	72.7	0.0
Other Facilities							
10	Learning Material	100	-	-	4.5	72.7	22.7
11	Drinking Water	100	-	-	18.2	81.8	-
12	Toilet	72.7	18.2	9.1	30.0	50.0	20.0
13	Suitable Class Room	54.5	45.5	-	28.6	57.1	14.3
14	Environment Others	59.1	22.7	18.2	23.5	41.2	35.3

The survey result depicts that the furniture and fixture items i.e., signboard, mat, arm chair and black board were available in 100 percent NFBE schools. Similarly, the NFBE school teachers also informed that Chalks, attendance register and note books

were provided by the project management in 100 percent NFBE schools. It was also found that toilet facility was available in about 72.7 percent NFBE schools and suitable environment of classroom was found in 54.5 percent NFBE schools as evident from table 4.

In case of ALCs, signboard was available in 90.9 percent, while arm chairs for teachers were available in 95.5 percent and black board was available in 100 ALCs. It was also found that Chalks, attendance register, educational charts and note books were available in 100 percent ALCs. It is also evident from the survey results that 54.5 percent ALCs have drinking water and toilet facility.

Table 4: *Availability and Condition of ALC Infrastructure*

Sr. No.	Items	Availability			Condition / Quality		
		Yes	No	To Some Extent	Excellent	Good	Average
Furniture and Fixture							
1	Signboard	90.9	9.1	-	10.0	75.0	15.0
2	Mat	100	-	-	18.2	72.7	9.1
3	Arm Chair	95.5	4.5	-	28.6	71.4	-
4	Blackboard	100	-	-	22.7	77.3	-
Stationary							
5	Flag	63.6	36.4	-	7.7	76.9	15.4
6	Chalk (5 Boxes)	100	-	-	18.2	72.7	9.1
7	Attendance Register	100	-	-	22.7	72.7	4.5
8	Educational Charts	100	-	-	9.1	86.4	4.5
9	Note Book	100	-	-	4.5	81.8	13.6
Other Facilities							
10	Learning Material	86.4	-	13.6	9.1	72.7	18.2
11	Drinking Water	54.5	27.3	18.2	12.5	68.8	18.8
12	Toilet	54.5	45.5	-	-	81.8	18.2
13	Suitable Class Room Environment	54.5	13.6	31.8	21.1	42.1	36.8

Availability of Government/Private Schools within one Km Radius of NFBE Schools: Availability of a Government or private elementary/primary school within radius of one kilometer might affect inversely on the enrollment patterns of the newly

established NFBEs and ALCs. Consequently, during assessment of this aspect the recorded information reflected 13.6 percent NFBE schools have Girls Primary School within one kilometer radius, whereas, only 4.5 percent NFBE schools have *Madaris* within one kilometer radius.

Mobilization of Target Group: The project authorities have to manage mobilization of the community. Parents of the brick kilns workers were motivated to formulate a committee for mobilization of target group and send their children to NFBE schools. Similarly, illiterate adults were persuaded to attend the ALCs. The results Presented in the Table 5 revealed that the Target Mobilization Committees were constituted at 86.4 percent sample NFBEs while out of these, 84.2 percent committees were reportedly functioning.

Table 5: *Existence and Functions of Target Mobilization Committee of NFBEs & ALCs*

(Percent)

Activity	Response of Teachers	
	NFBEs	ALCs
Target Mobilization Committee Constituted	86.4	77.3
Members of Target Mobilization Committee		
Brick Kiln Owner	73.7	72.7
Bhatha Munshi	78.9	59.1
PLC	84.2	68.2
Teacher	100.0	81.8
Learner Parents	100.0	81.8
Others	10.5	9.1
Target Mobilization Committee Functional	84.2	88.2
Main Functions of Target Mobilization Committee		
Provision of Drinking Water	62.5	86.7
Provision of Space	93.8	100.0
Provision of Stationery	43.8	53.3

In case of ALCs, 77.3 percent Target Mobilization Committees were established, while among them majority (88.2 percent) of the Target Mobilization Committees were functional.

Learner's Performance Tests: To assess quality of knowledge imparted by the teachers of NFBEs and ALCs, written and oral tests were given to the NFBEs and ALCs learners and the results were presented in Table 6. The results regarding written

and oral test show that the learners were doing very well, as about 74.6 percent learners of NFBEs and 80.7 percent learners of ALCs secured more than 60 percent marks in both the oral and written tests.

Table 6: *Total Marks Obtained by NFBES and ALCs*

Marks Obtained (Percent)	NFBEs		ALCs	
	Number	Percent	Number	Percent
Less than 33	2	1.8	4	4.5
33—40	4	3.6	2	2.3
41—50	10	9.1	3	3.4
51—60	12	10.9	8	9.1
61—70	14	12.7	18	20.5
71—80	45	40.9	37	42.0
81 and Above	23	21.0	16	18.2
Total	110	100	88	100

Performance Assessment of Implementing Agents: Dependency of the success of a development project basically is upon the provision of inputs and organized management with respect to implementation of the concerned activities. Moreover the interest developed in beneficiaries of the activities produces opportunities leading towards success of the project. In the study, teachers, parents of the learners and project literacy coordinators were supposed the main agents involved in successful implementation of the project.

Portfolio of the teachers: Above 86.4 percent ALC teachers were male, while the remaining 13.6 percent were female. In case of NFBE teachers, the percentage of male and female teachers was 4.5 and 95.5 percent respectively. The average age of ALC and NFBE Schools was 23 years and they have completed 11 years of education. However, 9.1 percent and 13.6 percent teachers employed in ALCs and NFBE were with B. Ed. qualification. The average salary of ALCs and NFBEs teacher was Rs. 3600/- per month. It was also evinced that 95.5 percent ALC teachers and all NFBEs teachers informed that they were getting salary in time.

Problems and Suggestions Identified by ALC & NFBE School Teachers: A number of problems and suggestions were advocated by the ALC and NFBE Teachers. The major problems were non-availability of basic facilities, migration issues and shortage

of copies & books. To make the project more successful, these problems are required to be resolved on priority basis. The detailed response can be seen in Table -7.

Table 7: *Problems and Suggestions*

Items	Response (Percent)	
	ALC	NFBE
Problems		
Lack of Basic Facilities i.e. Electricity, Sanitation and Proper Ventilation at ALC and NFBE School	90.2	95.2
Drop-out Due to Migration	70.5	72.8
Difficult to Motivate Adults	55.7	-
Shortage of Books, Copies and Stationery	92.1	93.7
Children are not Regular Due to Work	-	90.1
Suggestions		
Provision of Basic Facilities i.e. Electricity, Sanitation and Proper Ventilation at ALC and NFBE School	88.5	89.3
Issue of Migration Needs to be Resolved	64.3	68.5
Vocational Skills for Adult Learners	51.2	-
Provision of books, copies and stationary	90.3	91.5
Stipend for ALC and NFBE learners	61.2	75.3

Literacy Status of Parents: Parents' Literacy status is the fundamental characteristic leading the children to be civilized. Results revealed that 90.9 percent of the sample respondents were illiterate, while the remaining 9.1 percent were literate. Among the literate parents, 50 percent have attained the education up to primary level, while the remaining 50 percent have education up to Matric level. The details regarding the literacy status of the parents have been given in the Table-8.

Table 8: *Literacy Status of Parents*

Items	Number	Percent
Illiterate	40	90.9
Literate	4	9.1`
Primary	2	50
Middle	-	-
Matric	2	50

Profession of the Parents: Professions of the learners' parents were discussed and found that most of them i.e., 90.9 percent parents were brick kiln laborers, while the remaining 9.1 percent parents were non-brick kiln laborers. The figures are presented in

Table 9. The earning of brick kilns worker was RS. 40.0 to 45 per hundred bricks of soil.

Table 9: *Profession of Parents*

Type of Profession	Number	Percent
Brick Kiln Laborers	40	90.9
Non-Brick Kiln Laborers	4	9.1
Overall	44	100.0

Issues of Migration: Frequent migration of the brick kilns families was the basic restriction for the learners to leave the school. This point was identified and reported by the teachers as well. The matter was discussed with the parents of learners to know the expected causes and rectify them to search their long–run solutions. Data presented in the Table 10 revealed that 48.6 percent sampled parents indicated low wages / and un-timeliness payment of wages as the principal causes for migration. Rude attitude of the brick kiln owners was also one of the causes of migration of the brick kilns families, as it was reported by 21.6 percent of them.

Table 10: *Reasons Causing Issues of Migration*

Issues of Migration	Number	Percent
Reasons of Migration		
• Need of Money/ Advances	6	16.2
• Attitude of *Bhatta* Owner	8	21.6
• Low Wages / Wages not in Time	18	48.6
• Other *Bhattas* Offer High Wages	4	10.8
• *Bhatta* Gets Close	1	2.7
Ways to Stop Migration		
• Increase in Wages	24	64.9
• Salary on Time	7	18.9
• Soft Behaviour of *Bhatta* Owners	5	13.5
• Give More Facilities	1	2.7

Family Related Non-schooling Reasons

To avoid migration, 64.9 percent parents advocated that wages must be increased and 18.9 percent parents suggested timeliness in wages provision. The detailed response has been reflected in the Table- 18. The average family size of

learner's parent was 7 persons. Moreover, 6.8 percent parents informed that their child (male or females) have ever attended the school. It was also discovered that poverty was most significant reason identified by 79.5 percent of the parents for not sending the children to school. However, non-availability of schools, social problems and lack of opportunity were other problems for not sending the children to school. It was also found that 34.1 percent sampled parents were bearing financial loss by sending their child / wife to school, since they were also involved in sharing work with parents, and the estimated loss was Rs. 2,833 per month since it was reported by 34.1 percent of the parents of learners. Average monthly income of the sample families was Rs. 9,494. However, about 98 percent parents informed positive change in behavior of child / wife after sending him / her to ALCs/NFBEs School. (Table-11)

Table 11: *Portfolio of Parents of ALCs /NFBEs Learners*

Items	Response
Duration of Work in this Brick kiln (Average in Months)	74.3
Average Family Size (No.)	7.0
Child / Wife Ever Attended the School (Percent)	6.8
• Average Classes Attended	2.3
Reasons for not Attending the School (Percent)	
• Poverty	79.5
• No School	4.5
• Social Problems	4.5
• No opportunity	2.3
Facing Financial losses by Sending Child / Wife to School (Percent)	34.1
• Average Loss Per Month (Rs.)	2833
Average Monthly Income (Rs.)	9494

Targets and Achievements of ALCs & NFBEs: Results revealed that 95.2 percent targets were achieved by the PLCs regarding establishment of the ALCs, while for NFBE Schools establishment, 105.4 percent targets were achieved. On overall basis, 101.1 percent targets for establishing ALCs and NFBE Schools were achieved. Results can be seen in Table-12.

Table 12: *Targets and Achievements Regarding Establishment of ALCs and NFBEs*

Items	Targets (No.)	Achievement No.)	Achievement (%)
ALC	147	140	95.2
NFBE Schools	201	212	105.4
Overall	348	352	101.1

Conclusions

1. Since the average enrolment for sample NFBE Schools was 39 against target of 20; the resulted enrollment pattern was highly appreciating. The average strength of ALCs was 17 learners instead of targeted 15 learners.
2. Attendance of NFBE School learners was more than 80.0 percent.
3. Overall drop-out rate was 0.8 % in case of NFBEs and 1.9% in case of ALCs.
4. Only 13.6 percent NFBE schools have Girls Primary School within one kilometer radius and 4.5 percent NFBE Schools have *Madaris* within one kilometer radius. It was observed that 4.5 percent of ALCs have boys and girls Government / Private schools within one kilometer radius.
5. Results of written and oral tests revealed that NFBE learners were doing excellent as 75 percent learners secured more than 60 percent marks in both oral and written tests. 81 percent ALC learners secured more than 60 percent marks in both written and oral tests.
6. About 45.5 percent of ALC teachers reported need of changing ALC course, while 45.5 percent informed that the duration for ALC centre is not sufficient and the suitable duration of ALC course must be 12 month.
7. Another major problem identified by ALC and NFBE School teachers were the non-availability of proper place for Schools, non-availability of basic facilities, migration issues and shortage of copies and books.
8. About 49 percent sampled parents informed that they migrate due to low wages or the wages are not paid in time, whereas 21.6 percent parents informed that the attitude of brick kiln owner is very rude.
9. For making ALC program more attractive especially for females, the possibility of vocational training skills such as sewing, stitching, embroidery etc. may be explored.
10. Proper place with suitable ventilation, electricity and sanitation may be arranged for ALC and NFBE Schools established at brick kilns.
11. Migration of brick kiln laborers adversely affects the education of learners.

12. Accumulatively, the project proved successful and the brick laborers' families appreciated the activities concerned.

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Socialization of Visually Impaired Students through Electronic Media

Asif Naveed Ranjha[*]
Syeda Qurat ul ain*
Yasmin Rufi**

Abstract

Persons with disabilities, particularly visually impaired need special attention and care. The social learning of visually impaired children can bring improvement in their lives and social institutions play a vital role for that purpose. This research aims to explore the contribution of electronic media in socialization of visually impaired students. Quantitative data were collected through closed-ended interview schedule from visually impaired students enrolled in special education schools, college and The Islamia University of Bahawalpur. Total 52 visually impaired students took part in the research. Results show that majority of visually impaired respondents use radio, television and internet as electronic media and mostly use for one hour to four hours. Electronic media have an effective role regarding extracurricular activities of visually impaired students, in their studies, language learning, communication skills and religious education. The social learning of visually impaired students through electronic media mainly includes entertainment, daily life spending, loneliness reduction, social activities, confidence building, awareness about society and social problems, events/celebrations, cultural values, current affairs, human rights, new trends and political activities. Respondents find electronic media useful and favour its use.

Key Words: Electronic Media, Visually Impaired, Socialization, Students

Introduction

Media is an important agent for socialization and informal education which provides information, entertainment and leisure time activities to a large number of people (Browne, 2005). Electronic Media is playing a vital role in different forms of various kinds like television, radio and cinema (Malik, Hassan, & Sultana, 2004; Schaefer, 2004). In addition, information communication technology (ICT) means,

[*] Department of Social Work, The Islamia University of Bahawalpur, Pakistan.
** Department of Political Science, The Islamia University of Bahawalpur.

mobile, computer & internet, E-Forums, E-Books, Facebook and Twitter etc. are also most popular and practiced forms of media (Malik et al., 2004). All these media categories cover the large number of audience in different languages not only for communication purposes, but also play roles in learning skills and changing behaviours. Schaefer (2004) enlists different functions of electronic media which include entertainment, occupying leisure time, information about social and cultural values, provision of statistics in various fields, political awareness, weather forecast, music and films, sports and new trends etc. Ullah et al. (2014) mention four primary functions of electronic media i.e., information, entertainment, education and influence on public opinion. Ali (2013) describes significance of electronic media regarding remaking of lifestyle and encouragement of international culture. Malik et al. (2004) describe importance of electronic media with special reference to cognitive and social development of children. They further argue that it influences their behaviours and attitudes. Schmidt and Vandewater (2008) also mention connection of different kinds of electronic media and cognitive skills of children. Light and Killer (1985) discussed that television was supposed to be the primary baby sitter for the socialization of early school age children in America. Kirkorian, Wartella, and Anderson (2008) and Rideout and Hamel (2006) also mention potential influence of electronic media on children with special reference to television.

Khan (2010) and Ullah et al. (2014) give statistics about electronic media which includes 77 Satellite TV channels, 28 landing TV channels from other nations, 129 FM radio stations and 2346 cable operators in Pakistan. Researchers have found both positive and negative impacts of electronic media, especially of television on grades of students (Ullah et al., 2014). Excessive television watching shows poor impact on students with regards to grades while one hour or less watching increases grades.

Numbers of visually impaired people are in millions worldwide as the World Health Organization (2014) have mentioned 285 million, including 246 million with low vision and 39 million blind. Number of blind people is estimated 76 million by 2020 (Khan et al., 2007). It is worth noting fact that almost 90% visually impaired live in poor communities (World Health Organization, 2014). Gilbert et al. (2008) discuss blindness as one reason for financial weakness and social isolation. A survey study reported 1.8% blindness prevalence in different areas of Pakistan during the late 1980s and this study resulted National Committee for the Prevention of Blindness (Jadoon et al., 2006). The NCPB framed Five Year National Plan for the Prevention of Blindness (1994-1999). Another research shows 0.9% (1.25 million) prevalence of blind people in Pakistan and a considerable number of children and teen-age fall in this category (Kazmi, Shah, Awan, Khan, & Siddiqui, 2007).

Human being spends his/her life in learning which starts from birth (Malik et al., 2004). Socialization is a learning process for dependent children who get self-recognition, knowledge and skills to live in their culture (Giddens & Griffiths, 2006). It is the dilemma that persons with disabilities (PWD) do not have enough resources to survive independently in society. They have to be dependent on others for fulfilling their physical, social and economic needs, especially the persons who are visually impaired.

Sacks and Kekelis (1992) emphasize the importance of learning social skill for blind students. Social interaction and social skills contribute to happy and successful life which comes through the process of socialization. Socialization of the visually impaired is not an easy task because social skills are neither inherited nor naturally exist in a person. It is a time taking long process to nurture social skills, interaction and build social relationships for successful socialization of visually impaired students (Sacks & Wolffe, 2006). According to Jenaabadi (2013), visually impaired children have less contact with family and society which lead them towards social isolation. Their social interaction could be improved with assisting sources (Jenaabadi, 2013) and media could be one of that.

Some serious steps were taken for persons with needs after Celebration of Year of Disabled Persons in 1981 in Pakistan (Farooq, 2012). Before these initiatives, some institutions were rendering services for visually impaired persons in Lahore, Karachi, Peshawar and Bahawalpur. School for Blind was established in 1943 in the capital city of Bahawalpur State before the creation of Pakistan (Farooq, 2012).

Khalid (2006) discusses persons with disabilities and their issues and emphasizes the lives of visually impaired people in the context of Pakistan. He argues that families of persons with visual impairment face difficulties and feel guilt or embarrassment of having such children as consequences of their curse or punishment. Parents do not let their disable children go anywhere alone or with someone else. These children with disabilities do not participate actively in physical activities. They face challenges to move into the community and have to bear isolation, complexes or other behaviour problems. Therefore, they spend their leisure time by listening music, news, TV programs and dramas (Bashir, Bano, & Sajan, 2014). It shows that the audience of electronic media are both sighted and non-sighted people.

BBC News (2008), referring to National Institute of Blind People, points out importance of television for millions of visually impaired persons. A research by University of Nottingham shows that television programmes with Audio Description can make the lives of visually impaired better (BBC News, 2008). With a rapid growth in short duration, electronic media has gained a position of a fourth pillar in Pakistan

(Khan, 2010). The majority of people have access to radio and television which influences public opinion about different national issues also. Electronic media gave coverage of protest by the visually impaired people for their rights on 3rd December 2014. Dawn (2014) reported that Dawn News Channel gave coverage of police torture on visually impaired people in front of Press Club Lahore, and that reporting put pressure on concerned government institutions regarding the incident and rights of visually impaired people. Live coverage by electronic media guided government authorities for dialogues regarding the rights of visually impaired people.

Special education institutions of the Federal and the Provincial government have been rendering services in Bahawalpur. The Provincial Government has taken over special education institutions of the Federal government after 18th Amendment. Visually impaired students study in different special education institutions working in Bahawalpur. These institutions include Cholistan Special Education School Bahawalpur Cantt., Government Secondary School for Blind, Government Special Education Centre Tehsil Sadar and Government Degree College for Special Education. Some visually impaired students are studying in different disciplines at The Islamia University of Bahawalpur also.

Many researches have been conducted on the role of media including electronic media with reference to children. It seems true that the role of media has been focused and discussed very little regarding children with special needs. In case of Pakistan, numbers of researches are less on conditions and issues of children with special needs. Visually impaired students use different types of media at home, outdoor and in schools. Electronic media plays vital role in socialization including education and social learning of visually impaired students. This research highlights contribution of electronic media in socialization of visually impaired students particularly in Bahawalpur. The major focus of the research is on daily life learning, education, awareness on social problems, political awareness and cultural awareness and learning etc.

Objectives and Methodology

This study was conducted to find out role and contribution of electronic media in social learning of visually impaired students. Universe of the quantitative nature exploratory and descriptive study included special education institutions and college/university in Bahawalpur. Total 52 visually impaired students were taken as respondents from these institutions. Due to the limited number of visually impaired students in these institutions, all students were taken as target population. Interview schedule was used as data collection tool and only those students were interviewed who gave their consent to participate in the research. Twenty seven (27) students participated from Government Secondary School for Blind, six (6) students from

Government Special Education Centre Tehsil Sadar and four (4) from Cholistan Special Education School Bahawalpur Cantt. Eleven (11) students from Government Degree College for Special Education gave their responses and four (4) participated from The Islamia University of Bahawalpur.

Results

Data were collected from visually impaired students in special education schools, college and university. Data of school students and college/university students were analyzed separately due to the age gap between both groups. Data of school students (37) respondents from all three above mentioned schools and data of 15 college/university students have been presented separately for easy understanding.

Table 1. *Type of Electronic Media*

Response	School Students		College/University Students	
	Yes	No	Yes	No
Television	32 (86%)	5 (14%)	11 (73%)	4 (27%)
Radio/FM	33 (89%)	4 (11%)	12 (80%)	3 (20%)
Internet	17 (46%)	20 (54%)	13 (87%)	2 (13%)

Table 1 presents results about types of electronic media used by the respondents. Multiple responses show that students get benefitted from more than one type of electronic media, which include radio/FM, television and internet. More than three fourth visually impaired students from schools use radio/FM (89%) and television (86%). The results reveal that more than half school students (54%) do not use the internet which could be due to their young age or non-availability of internet facility. School students might have no knowledge and training to use the internet. On the other hand, university and college students seem having access to and interest in internet as 87% respondents use it. The majority of them use television and radio also. The results show encouraging trend in both groups regarding use of electronic media, particularly radio and television.

Table 2. *Time Spent for Electronic Media*

Response	School Students	College/University Students
One hour or less	14 (38%)	4 (27%)
Two to four hours	13 (35%)	8 (53%)
More than four hours	10 (27%)	3 (20%)
Total	37	15

The results in Table No. 2. show responses of students about time spent for electronic media. More than one third school students (38%) spend one hour or less for electronic media per day while, 35% students spend two-four hours for electronic media. A considerable number teenage school going respondents (27%) spends more than four hours for electronic media. More than half (53%) college/university students spend two-four hours and 27% use electronic media for one hour or less. One fifth (20%) college/university students use the internet or other electronic media (TV and radio) for more than four hours. This is a positive sign that both school and college/university level visually impaired get benefitted from electronic media.

Table 3. *Contribution of Electronic Media in Curricular and Extracurricular Activities*

Response	School Students		College/University Students	
	Yes	No	Yes	No
Helpful in studies	22 (59%)	15 (41%)	14 (93%)	1 (7%)
Helpful in religious education	20 (54%)	17 (46%)	10 (67%)	5 (33%)
Improves communication skills	27 (73%)	10 (27%)	13 (87%)	2 (13%)
Teaches languages	29 (78%)	8 (22%)	13 (87%)	2 (13%)
Helpful in extracurricular activities	30 (81%)	7 (19%)	14 (93%)	1 (7%)

Electronic media is found helpful for both academic and non-academic activities (Table No. 3). The results show that the majority of school students express media contribution especially in extracurricular activities (81%). Electronic media benefits them in language learning (78%) and communication skills (73%). More than half school students acknowledge that electronic media is helpful in their studies (59%) and religious education (54%). As far as college/university visually impaired students are concerned, they find electronic media very and equally supportive for both studies and extracurricular activities (93%). They also learn languages (87%), improve communication skills (87%) and get help for religious education (67%) from electronic media.

The results in Table No. 4. tell about the role of electronic media for social learning of visually impaired students. Entertainment role of media is most prominent, according to both school students (92%) and college/university students (93%). In case of school students, electronic media is helpful for reducing loneliness and in spending daily life (81%). The results show a clear trend that school students become more social after having contact with electronic media (70%). More than two third of school age visually impaired respondents get confidence from media (68%). Electronic media plays vital role to create awareness regarding social problems and issues prevailing in

society (62%). Visually impaired school going children get knowledge about events and celebrations through media (59%).

Table 4. *Contribution of Electronic Media in Social Learning*

Response	School Students		College/University Students	
	Yes	No	Yes	No
Aware about society	22 (59%)	15 (41%)	13 (87%)	2 (13%)
Supportive in daily life	30 (81%)	7 (19%)	14 (93%)	1 (7%)
Reduces loneliness	30 (81%)	7 (19%)	12 (80%)	3 (20%)
Makes Social	26 (70%)	11 (30%)	14 (93%)	1 (7%)
Aware about social problems/issues	23 (62%)	14 (38%)	12 (80%)	3 (20%)
Informs about different events and celebrations	22 (59%)	15 (41%)	10 (67%)	5 (33%)
Builds confidence	25 (68%)	12 (32%)	13 (87%)	2 (13%)
Entertainment	34 (92%)	3 (8%)	14 (93%)	1 (7%)
Teaches about cultural values	21 (57%)	16 (43%)	11 (73%)	4 (27%)
Aware about current affairs	20(54%)	17 (46%)	13 (87%)	2 (13%)
Aware about new trends	18 (49%)	19 (51%)	14 (93%)	1 (7%)
Gives political awareness	15 (41%)	22 (59%)	13 (87%)	2 (13%)
Aware about human rights	20 (54%)	17 (46%)	14 (93%)	1 (7%)

These events could include religious and national days and celebrations. Media is also a source of information about society for these children (59%) and they get learning regarding their cultural values (57%). The results show that more than half of school student respondents get awareness about current issues and their rights from electronic media (54%). New trends are also informed by the media to these students (49%) and a considerable number of school students get political awareness through these sources (41%).

Visually impaired respondents studying in college and university report more social learning impact of electronic media than school students. The major reason could be age factor and access to media. The majority of college/university visually impaired students find that electronic media tell about new trends, inform about their rights, make them more social and interactive and helps in spending daily life (93%). They also get awareness about society, current affairs and political matters and get confidence from the use of electronic media (87%). College/university respondents find electronic media helpful for loneliness reduction and telling about social problems in society (80%). They also get information about cultural values (73%) and different events and celebrations (67%).

Table 5. *Views about Use of Electronic Media*

Response	School Students		College/University Students	
	Yes	No	Yes	No
Electronic media is beneficial	35 (95%)	2 (5%)	14 (93%)	1 (7%)
Visually impaired students should use electronic media	36 (97%)	1 (3%)	14 (93%)	1 (7%)

Table 5 presents views of visually impaired respondents about the usefulness of electronic media. Both school and college university students find media beneficial which shows the satisfaction level about media. A big majority of school students (95%) and college/university students (93%) consider electronic media valuable. Only three respondents do not recognize electronic media as beneficial. School students seem in favour to use electronic media (97%) and only one of them was against the use of media. Similarly, 93% college/university students out of 15 support use of electronic media. These responses show that electronic media plays vital role in social learning of visually impaired students.

Discussion

The results of this study not only reflect socialization role of electronic media but also highlight many aspects of lives of visually impaired in connection with their social learning. No doubt, different institutions and stakeholders play their role for visually impaired students to meet their necessary and special needs and electronic media is one of those institutions. The role of the electronic media for socialization of the visually impaired is witnessed in Pakistani society which needs to be explored through systematic researches. This study is an attempt to explore and describe the facts in Bahawalpur and possible these trends could prevail in other communities also. It becomes clear from the response of visually impaired students that they and students like them are benefited from electronic media. Though, visually impaired students have been selected as a target population in this research, this fact cannot be neglected that these students use and get benefit from electronic media due to their awareness and education in comparison to other visually impaired persons in society. Maximum respondents from both age groups (school and college/university students) use radio/FM and television. Use of radio and television by the visually impaired students for assistance and learning is justified and encouraging fact as they have no or low eyesight and compensate this deficiency through hearing. Trend of internet usage among school students is less than college/university visually impaired students and it could be due to no availability or no permission of internet for school children at home and school. In addition, it can be argued that school going children are less mature than college/university students for using and understanding internet electronic media. They

might have improper trainings to use the internet. On the other hand, college/university visually impaired students seem mature, trained and resourceful who have easy access and understanding to get benefit from internet electronic media. On the other hand, it is worth noting that visually impaired school students spend more time on radio and television than college/university students. Taking it in a positive sense, the use of all or any type of electronic media among visually impaired students is an encouraging trend which could be very effective in their socialization.

Another encouraging finding is that majority of visually impaired students from both school and college/university groups spend four hours or less time on electronic media. Excessive use of anything does not give positive results. Some students reported that they spend more than four hours for media, but the majority does not. Ullah et al. (2014) have argued that more than one hour TV watching reduces grades of students while less than one hour improves their grades. Here, it is also necessary to mention that Ullah et al. (2014) discussed excessive and less use of electronic media with reference to children having normal eyesight. In case of visually impaired students, facts are different. Visually impaired students use and have to use electronic media as a source of education and possibly they have to spend more than one hour. Long time use of electronic media by the visually impaired students could be necessary for their learning in some situations and could increase their grades as well.

The results also describe the role of electronic media regarding both curricular and extracurricular activities of visually impaired students. The responses of both school and college/university visually impaired students mention that electronic media is highly contributing for extracurricular activities. It is common in our society to use electronic media for entertainment and information purposes. As visually impaired students feel more lonely in comparison to normal students in many situations and electronic media could be their best companion while playing a role in their extracurricular activities. The extracurricular activities could include sports, stories, events, celebrations, information and news etc. Respondents from college/university consider the use of electronic media very helpful for their regular studies. Visually impaired students need special and extra assistance in their studies, like Braille translations of the books. In this modern era, electronic media is also very helpful in studies for such students through voice. This is also encouraging trend that visually impaired students get assistance from electronic media for learning of language and communication skills. In addition, the role of media is evident regarding religious education as well. Here, it is admirable fact that persons with special needs, especially visually impaired people are aware about importance of and get benefit from electronic media in such situation where Pakistan lags behind many countries in modern technology.

As far as social learning of visually impaired respondents is concerned, electronic media seems major source of entertainment for both school students and college/university students. Above mentioned results (Table No. 4) show that electronic media is more effective for social learning of college/university visually impaired students. Electronic media contributes to aware about human rights and new trends, makes them more social in their environment and supports them in daily life spending. The results of this research seem agree with the arguments and discussions of Ali (2013), Schaefer (2004), Schmidt and Vandewater (2008) and Ullah et al. (2014) regarding roles and contributions of electronic media. These facts are addition in knowledge with special reference to visually impaired students. Particularly, this research highlights contribution of electronic media on more aspects including awareness about society, current affairs and politics and confidence building. Electronic media contributes to reduce loneliness of the visually impaired students like a companion and aware about social problems and issues prevailing in society. They also get guidance and assistance from the media regarding cultural values and different events and celebrations.

School students also find electronic media important and helpful for above mentioned social learning in their cases. In case of visually impaired school students, the role of electronic media seems less than college/university students regarding awareness about politics, new trends, human rights and current affairs. Reason could be less interest in some social nature learning or young age of the school students. In cases of such learning, college/university visually impaired students gain more from electronic media due to older age than school students. The vast majority of visually impaired students find electronic media as beneficial and they recommend other visually impaired students to use electronic media for better socialization. This research unfolds an aspect of electronic media and visually impaired students with special reference to socialization and guides for some new directions to find out more facts. New researches could include views of parents and school/college/university administration.

Conclusion

Role of electronic media in socialization of visually impaired students is evident in Pakistan through this research. This is encouraging fact that visually impaired students spend time on television, radio and even on internet and mostly use for four hours or less which is not excessive in special case of these students having deficiency of eyesight. Visually impaired students get help in learning from electronic media for curricular and extracurricular activities, language, communication skills and religious education. This type of media covers other aspects of their socialization including entertainment, awareness about society, daily life spending, culture, events and celebrations, new trends, current affairs, politics, human rights, awareness about

social problems, confidence building, reduction of loneliness. Media makes them social and they find it beneficial for other visually impaired students also.

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Teachers' Perceptions about their Health and Physical Maintenance: Case of Two Universities in Pakistan

Muhammad Badar Habib[*]
Muhammad Shakir**
Muhammad Zia ul Haq*
Saeed Javed*

Abstract

Purpose of the research is to examine the university teachers' health and physical activities regarding their academic competencies. Major objectives of the research were (a) to identify health problems of teachers at university level that affects academic competencies of university teachers and (b) to evaluate educational betterment through physical balance. This research is descriptive in nature and questionnaire was used as source of collecting data. Population of the present research comprised all the teachers and professionals of The Islamia University of Bahawalpur and Bahauddin Zakariya University Multan. Sample of the study was 580 university teachers selected from the population by using random sampling technique. In the light of the analysis of the study it was found that the university teachers in Pakistan do not adopt proper physical exercise program. They were less interested to burn their extra calories and face diseases such as cramping, contraction of the muscles, diabetics and stomach diseases. This study recommends that seminars/workshops may be held by University establishment; to develop overall awareness among the teachers.

Key Words: Physical maintenance, Academic competence, Anxiety, Depression

Introduction

The outcomes in the Health and Physical Education learning area are interrelated and all contribute to the development of healthy, active lifestyles for students. Teaching and learning programs developed by teachers should allow students

[*] Department of Physical Education & Sports Sciences, The Islamia University of Bahawalpur.
** Department of Educational Training, The Islamia University of Bahawalpur.
For correspondence E-mail: badar.habib@iub.edu.pk

to learn and achieve the essential knowledge, attitudes and values and skills in an integrated manner: for example, a physical activity program may include knowledge of a game, the development of attitudes such as fair play and respect for the rights of others, and movement skills. It will also include interpersonal skills such as communication and conflict resolution for refereeing and team communication, and decision-making skills for choice of tactics and strategies. In a classroom context, a smoking education program might include essential knowledge about the effects of smoking, the development of values and the attitude that support the decision not to smoke and communication skills to cope with peer pressure to smoke. There are five outcomes which provide a framework for the kindergarten to year 12 curriculum in Health and Physical Education.

Learning is a two way process that depends upon teacher and student. This process may continue only and only if both the exponents will be mentally and physically fit. In developed countries such as U.S.A, England and Germany teacher's health programs are arranged and awareness is developed at all scales (Streiner et al. 2014). Reports published in these countries show concern of the society on physical education of teachers. According to Wieczorek and Grant (2000) positive effect on mental health that may be seen due to moderate exercises Through these exercises impact may be seen as; well-being, self-esteem and reduction of symptoms of anxiety and depression among professional teachers; who do strenuous mental and physical work in Universities. This review gives clear concept on the importance of physical exercises; as these exercises help to improve academic aspects of university teachers. Daily exercise is very important component of good health (Belza et al., 2004).

People who are regular in doing exercise and work are found more healthy and stable with balance personality. Different research studies explored that teachers teaching at university level remain busy in doing their work, teaching and sitting in front of their laptops, they exercise less. Regular physical exercise helps the teachers to manage their health problems related to stroke, syndrome, metabolic, cancer and arthritis (Taylor & Sirois, 1995). All these diseases attack silently but swiftly and cause professional uneasiness among the university teachers. Professionals have an important role to play in the promotion of daily exercise for better health. This exercise helps them to remain mentally and physically fit in order to perform their academic duties. Duties of teachers are to teach actively for the entire day and they can stay active only when their body is fit. Aerobic type of work increases suitability and decrease depression while develop the sense of willingness. Psychomotor fatigue can be decreased preventing weight gain and maintaining healthy weight. It helps in reduction of blood pressure and cholesterol. It helps in improving self-esteem and self-confidence while decreasing the hazard of heart disease and certain type of cancer by increasing life expectancy (Marder et al. 2014). Empirically, it is quite clear from different source

of data, it is indicated that both gender can get advantages from the excessive exercise. Substantial health welfares can be found by including a reasonable amount of physical activities. Through a modest improve excursive, most of the professionals and especially teachers in the university can improve their health and quality of their life style. University teachers may join regular fitness centers to improve their health and physical maintenance. In partial nutritional activities can change the physical and mental abilities of person who have use sports equipment regularly hence some physical activities should be increase by university authority to promote teacher health and physical maintenance to improve their health (Keller, Ostbye & Goy, 2004).

It is quite obvious that teachers and professionals remain busy in their mental work and do not find time for body exercise. They continue to improve their mental faculties but their physical capacity gets bad to worst. If they are not physically well they will not be mentally well. Experts like Doe (2011), Hanson (2008) and Sachs (2007) are of the opinion that introduction of computer to the modern age have made us less active and sick. The major reason behind this inactivity according to these experts is lack of time in their busy schedule of exercise. You have gadgets now for which you do not have to move even an inch from your chair. This has made professional slack. Now a professional teacher in university does not have to move to bring book from the shelf or from the library. Now everything is at the distance of click that is internet facility that is running all the time. Due to this university teacher and other professionals do not take exercise and try to meet up their goals without moving. This results in physical discrepancy and mental health as mental health depends upon physical movement. Physical exercise helps in the improvement of breathing and circulation of blood. Health digestion the food and controls the obesity in the body and improve rehabilitation of after energy of mind, muscles, bones, and joints (Pollock et al., 2000).

Objectives of the Study

Following were the objectives of the study: *(*a) to identify health problems of teachers at university level that affects academic competencies of university teachers (b) to evaluate educational betterment through physical balance.

Research Method

This research is descriptive in nature and questionnaire was used as source of collecting data. Population of the research was all the teachers of the Islamia University of Bahawalpur and Bahauddin Zakaria University Multan. 580 teachers from both universities were selected as a sample of the study. Questionnaires were distributed to the teachers working in two public sector universities. The research tool comprised 20 questions based on five points Likert scale. After developing research tool it was pilot tested initially on 10 teachers of the Islamia University of Bahawalpur and Bahauddin

Zakariya University Multan. Finally, a panel of five experts from relevant department was chosen to ensure the face validity of the tool. In the light of the opinions of experts some items were deleted and some were added.

Data Analysis and Results

Researchers personally visited sample universities of Pakistan and collected data from the respondents. After collecting data, data were interred SPSS version 20 by using different statistical formulas. The data was interpreted and analyzed to reach the conclusions.

Table 1: *Teachers' opinions about health maintenance*

Statements	S.A %	A %	D.A %	SDA %	U.D %
Health is important for better life.	91.5	8.5	0.0	0.0	0.0
Exercise provides relief after routine work	41.8	53.9	1.9	0.6	1.8
Being so busy in work I wish to go to the ground	21.2	58.7	15.9	1.2	3.0
Morning exercise gives me relief and freshness	50.9	41.9	1.8	0.6	4.8
I do my family chores in the morning	13.3	46.0	25.4	3.6	11.7
During Office hours body movement removes body stress	23.8	53.9	16.9	2.4	3.0
Sitting posture on computer develops my belly	46.0	46.8	3.6	0.0	3.6
Feel mental stress due to less activity	52.7	41.3	3.6	1.2	1.2
Mental stress develops chronic diseases	39.3	56.5	2.4	0.0	1.8
Official duties make me tense and anxious	23.0	41.9	29	5.5	0.6
Mental stress is removed through physical exercise	67.4	24.6	1.3	4.2	2.5
Removal of stress brings better impact on academic work	67.0	27.5	1.8	3.3	0.4
Achievement of goals brings mental relief	52.3	38.5	3.4	1.7	4.1
Physical exercise helps in forgetting professional stress	50.9	41.4	2.2	3.5	2.0
Exercise relieves body pain	14.5	63.8	13.3	6.6	1.8
I get academic excellence through marinating health	66.5	24.2	1.5	5.2	2.6
Physical fitness brings harmony with me	50.3	31.7	2.2	8.9	6.9
Physical fitness is compulsory for better health	63.0	28.6	0.9	4.5	3.0
I find better mental growth in physically fit condition	80.0	17.6	1.2	1.1	0.1
Physical fitness and academic excellence work together	77.3	20.5	0.8	0.9	0.5

Table 1 presents items wise analysis of data. According to table 100% respondents opined that health is important for better life. 95.7% respondents opined

that exercise provides relief after routine work. 80% respondents being busy in work they wish to go to the ground. 92% respondents opined that morning exercise give relief and freshness. 59% respondents opined that they wish to do morning walk with their family. 77% respondents opined that during office hours body movement removes body stress. 95% respondents opined that sitting posture on computer develops their belly while 94% respondents feel mental stress due to less activity. Further data explore that 96% respondents opined that mental stress develops chronic disease and 65% respondents were of the opinion that official duties make them tense and anxious while 92% told that mental stress is removed through physical exercise. 96% of the respondents said that removal of stress brings better impact on academic work. Data reveals that 91% respondents opined that achievement of goals brings mental relief, 92% physical exercise helps in forgetting professional stress, 78% respondents said exercise relieve body pain, and 91% respondents were of the view that through maintenance of health they achieve academic excellence. It is quite clear from the data that 82% respondents opined that physical fitness brings harmony with them while 92% respondents expressed that physical fitness is very important for better health, 98% respondents were found better mental growth in physically fit condition and 97% opined that physical fitness and academic excellence work together.

Discussion

As the main focus of the study was to investigate and measure university teachers' fitness. Majority of the national and international studies agreed that exercise is a source of excitement and play a positive role in stress reliving. Grants R.P., Pratt P, & Blair S., (2000) seems agree with the results of the study that most of people wish to exercise daily but due to laziness and lack time they could not exercise properly. On the basis of data analysis it is discussed that most of the sitting in chair deforms them and this causes a lot of other diseases in them. Hanson I., (2004) views that it is necessary for the teachers to adopt regular exercise schedule so that they may be able to cope up with their daily routine that is very strenuous and vigorous. Further data explored that most of the teachers feel tense while performing their official duties. This shows that most the time teachers remain in tension while teaching classes. This shows that most the time teachers remain in tension while teaching classes.

Conclusions of the study

The study main focus was to evaluate the health and fitness of university teacher. It is concluded that people of all ages, both gender can get benefit from physical exercises. It is further concluded that most of the respondents strongly agreed that they feel relaxed after exercise and majority of them consider exercise as stress reliever and university teachers go to the ground for exercise but they remain busy and find no time to visit garden or parks for exercise. Most of the university teachers agreed that they feel freshness of air while it is further opined that small movement of their body in chair

relieves them and keeps them fit for further work. On the basis of data analysis it is concluded that most of the sitting in chair deforms them and this causes a lot of other diseases in them. It is necessary for the teachers to adopt regular exercise schedule so that they may be able to cope up with their daily routine that is very strenuous and vigorous. Inclusion of such activities in the lives of teachers may bring harmony in the life of university teachers that my cure fatal diseases and it may also save them indulging into pedagogical rot that will gallop their life slowly but gradually. Through a modest increase in daily exercise, most university teachers in Pakistan may improve their health, quality of life, mental capacity, sociability and professional competency. Further data explored that most of the teachers feel tense while performing their official duties. This shows that most the time teachers remain in tension while teaching classes.

Recommendations

Professionals should generate knowledge about health exercise. Establishment should maintain notice boards, leaflet racks, information points, and wellness handouts to sensitize university teachers about their health. The major reason that many professionals do not exercise is because of lack of time in their busy schedule. So time should be given to them. There should be a period of exercise in their time table. The university management should look into it that the teachers are given proper facilities for health fitness. Professionals should arrange intramural games and sports teams. Fitness labs for university teachers may be provided at university level. Seminars and symposium on physical fitness may be organized to maintain the academic competencies of teachers.

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