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Perceptions of Students about Home-Based and School-Based Parental Involvement at Secondary School Level

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Khalid Khurshid[**]
Rizwana Amin[***]

Abstract

The role of parental involvement in their children's educational growth and development has become a dominant theme in academic discussion. One way to examine the role of parental involvement in children's educational performance is to view it broadly in the context it takes place i.e., at home or in school. In literature, these forms of parental involvement are referred to home- and school-based parental involvement. Results of research indicate that there is sufficient evidence about positive and consistent impact of home-based parental involvement on children's academic outcomes in comparison with limited evidence about impact of school-based parental involvement. These results show that nature and context of parental involvement is also important for positive academic outcomes for students. This research work is, therefore, particularly focused on examining the perceptions of students about home- and school-based parental involvement at secondary level in district Multan. This research further investigates the impact of children's gender in choosing home- and school-based parental involvement practices. Finally, it examined the relationship between home-based and school-based parental involvement in secondary school. This research was descriptive in nature and survey design was used. All students studying at 69 public and private schools of Multan city were selected as a population. Of these, 392 students were randomly selected as sample using cluster and stratified random techniques. For data collection, a five-point Likert scale questionnaire was administered. For data analysis, mean, SD, independent-sample t-test and Pearson correlation were used. The results found that the level of home-based parental involvement is very higher in contrast with low-moderate level of school-based involvement. Finally, it was recommended for teachers and schools to develop collaboration with parents for the mutual benefit of both.

Keywords: Parental involvement, home-based; school-based; students, school.

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Introduction

In literature, the term *parent involvement* has been used in broad perspective. It includes many different forms of involvement in children's education, both within and out of school activities. For example, parents support children's schooling by responding to school obligations and by attending numerous school-based activities such as parent-teacher meetings (Chowa, Masa, & Tucker, 2013; Cotton & Wikelund, 1989). By engaging in such activities, parents help their children in improving their schoolwork, providing encouragement to them, arranging suitable space and study time, help them in modeling wanted behavior, monitoring their homework, and teaching their children at home. In other activities, parents can volunteer themselves with school- or classroom-based activities (Cotton & Wikelund, 1989).

In the context of parental involvement, the term parent refers to students' biological parents and guardians. Chowa et al. (2013) asserted that parental involvement consists home- and school-based activities. Hiatt-Michael (2008) explained that parental involvement includes: helping children in studies, monitoring their activities inside and outside home, motivating them to do their homework, and providing tutoring services for children to improve their learning in school subjects. At advance level of parent involvement, parents take an active role in schools' governance and decision making for provision of children's education (Cotton & Wikelund, 1989).

From the deeper perspective, the term parental involvement refers to multifaceted concept and, therefore, has been defined in several ways in literature. For example, Epstein's framework of parental involvement is amongst the most useful work that helped academia in defining various practices related to parental involvement (Epstein, 1995). This widely accepted, and the highly cited, framework of parental involvement comprises six major types and thus serves as a guide for educators and schools to develop comprehensive school-family partnerships. The six major types of involvement in Epstein's work include: parenting (i.e., helping parents with parenting skills), learning at home (i.e., facilitating learning at home), communicating with school (i.e., developing an effective school-home communication), volunteering (i.e., creating ways for involving families in school-based activities), decision-making (i.e., families' participation in decision making), and collaborating with community i.e., serving community (Epstein, 1995; Topor, Keane, Shelton, & Calkins, 2010). Researchers have based their types of parental involvement on Epstein's work (Chowa et al., 2013; Sheldon, 2003).

Importance of each of these types of parental involvement is evidenced from the literature as well as research. Prior research on various types of parental involvement mostly shows that all these types of involvement are positively linked with students' outcomes (Topor et al., 2010). For example, Epstein (1995) emphasizes that each of these parental involvement comprises a range of practices undertaken by

students, teachers, and parents and are, therefore, related with different outcomes for them. She further emphasized that educators and parents be encouraged to select such set of practices that are likely to produce desired outcomes for them. Despite producing desired outcomes for students, not all forms of involvement are likely to improve students' achievement. For example, while the certain types of involvement practices are likely to impact students' achievement scores, other practices may be helpful in improving their attitudes and behaviors (Chemagosi, Odongo, & Aloka, 2016; Epstein, 1995). Epstein (1995) further emphasized that that some types of parental involvement practices may have indirect or secondary effects.

Overall, the results of prior research clearly show the positive linkage of parental involvement with children's performance, irrespective of type of involvement (Hara & Burke, 1998; Topor et al., 2010). For example, Barnard (2004) reported positive association between early parental involvement and students' academic success in schools. Conversely, Bronstein, Ginsburg, and Herrera (2005) found that lack of guidance by students' parents is related with poor academic performance of students. At the same pattern, a meta-analysis of 50 studies by Hill and Tyson (2009) revealed positive association between parental involvement and pupils' achievement. Parents' involvement in school is positively associated with children's grades also (Marschall, 2006; Oyserman, Brickman, & Rhodes, 2007).

Another way to review role of parental involvement in children's achievement is to view it in the context it occurs i.e., at school or at home (Jeynes, 2003). In literature, these contexts of parental involvement are generally referred to as *home-based* and *school-based parental involvement*. The home-based involvement activities includes: speaking with children about school, to help them in homework, encouraging them for an academic success, expressing high expectations from them, and providing environment to them conducive to learning (Altschul, 2012; Chowa et al., 2013). School-based involvement, on the other hand, includes contacting with teachers, monitoring children's attendance and their activities, examining their progress on periodical basis, volunteering at school, communicating with staff and teachers, and participating in school organizations and events (Oyserman et al., 2007).

The context of the home-based parental involvement is broader than just those activities which take place at home. Home-based involvement includes taking children to the places and events that foster their academic performance i.e., to museums, historical places, libraries, galleries, and to performances (Emerson, Fear, Fox, & Sanders, 2012; Hill & Tyson, 2009). There are two important reasons for distinguishing school/home-based involvement. First, some research studies distinguish school- and home-based parent involvement and reported contradictory impact of both on children's outcomes (Jeynes, 2003). Second, intervention programs focused on encouraging parental involvement differ based on the context of involvement (Chowa et al., 2013).

Interventions encouraging school-based parent may comprise teacher-training programs to build school-parents relationships, whereas interventions focused on home-involvement include parental workshops for building parents' educational knowledge and skills (Chowa et al., 2013; Hill & Tyson, 2009).

Studies have reported contradictory impact of home/school-based parents' involvement on children's outcomes. Results about impact of home-based involvement on students' outcomes are positive, consistent, and significant (Chowa et al., 2013). Results about the effect of school-based involvement on students' outcomes are, however, mixed. For instance, Chowa et al. (2013) found significant negative impact of school-based involvement on students' outcomes. On the other hand, some studies reported very positive relationship of school-based parents' involvement with children's emotional and social adjustment (Henderson & Mapp, 2002; Westmoreland, Rosenberg, Lopez, & Weiss, 2009).

Considering the results of above-cited research, there is sufficient evidence about the positive and consistent impact of home-based parental involvement on students' academic outcomes in comparison with limited evidence about impact of school-based involvement (Westmoreland et al., 2009). It can, thus, be concluded that the nature and the context of parental involvement is also important for positive students' academic outcomes. In the context of Pakistan, however, very little has been explored to understand the nature and the context of home- and school-based parental involvement at schools. It is, therefore, significant to explore the nature and the context of parental involvement at school level in Pakistan. Likewise, context of home/school-based paternt involvement has not much been explored from students' gender perspective. This article is, therefore, focused on examining students' perceptions about home- and school-based paternal involvement at secondary schools of Multan. This research further investigates the impact of children's gender in choosing home/school-based paternal involvement practices.

Objectives and Hypotheses

This study examines students' perceptions about home- and school-based parental involvement at secondary schools of Multan. Key objectives of this research were as follows:

- To examine students' perceptions about home- and school-based parental involvement practices at secondary schools.
- To examine differences between students' perceptions about home- and school-based parental involvement by their nature at secondary schools.
- To examine the differences between students' gender-based perceptions about home/school-based parental involvement.

Keeping in view the key objectives of research, two sets of research and null hypotheses were stated to understand nature and context of home/school-based parent involvement at secondary schools of Multan. The hypotheses of this study were as follows:

- Research Hypotheses 1 (H_1): There is statistically significant difference between students' perceptions about the nature and context of parental involvement, namely, between home/school-based parental activities at secondary schools.
- Null Hypotheses 1 (H_0): Vice versa.
- Research Hypotheses 2 (H_1): There is statistically significant difference between students' gender-based perceptions about home/school-based parental activities at secondary schools.
- Null Hypotheses 2 (H_0): Vice versa.

Research Methodology

Research Design, Population and Sample

This research study was mainly descriptive in nature and survey design was used. All students, currently studying at public and private sector secondary schools of the Multan City, both male and female, served as a population of this study. Considering the diverse nature of population, the children studying in selected schools belong to diverse socio-economic status, with varied educational background of their parents. Furthermore, population comprised all 9th grade and 10th grade students. Total number of public sector secondary schools, both male and female, situated in Multan city was 59. While, the total number of private sector secondary schools included in this study, both male and female, were 10. All students, studying at these 69 schools were selected as a population.

Out of 69 public and private secondary schools, ten schools (i.e., 12% of the population) were selected using cluster sampling technique. Of these 10, five schools were selected from each gender, eight from public sector and two from private sector schools. Of these ten schools, two classes were randomly selected, one each from 9th and 10th grade. This resulted into random selection of 20 classes from ten schools. All 9th and 10th grade students; both male and female, studying in selected 20 classes were selected as a sample. Total number of students, available on the specific days of data collection, in these twenty classes was 392, who served as a sample using cluster and stratified random sampling techniques. Of these 392, 183 students (i.e., 47%) were girls and 209 (i.e., 53%) were boys.

Research Tool

For data collection, a questionnaire was used as a research tool. Questionnaire comprised three sections. First section was designed to seek demographic information

of the participants. The second section comprised 15 closed-ended items, designed on five-point Likert scale, ranging from *SD* (strongly disagree=1) to *SA* (strongly agree=5). These 15 items were based on the literature, representing various dimensions of home/school-based parental activities. Of these 15 items, eight were designed to examine the extent of home-based parental involvement, while seven to examine the extent of school-based involvement. Final section of the questionnaire comprised five open-ended questions to explore various dimensions of home- and school-based parental involvement, as perceived by students. The questionnaire was found to be highly reliable with Cronbach's Alpha value of 0.82. Validity of the questionnaire was determined by ensuring that all 15 closed-ended and five open-ended items represented various dimensions of home- and school-based parental involvement.

Data Collection and Data Analysis

The tool was administered personally by the researchers to 392 secondary school students. The opinion on the open-ended questions was optional. For the analysis of closed-ended items, the mean, standard deviation, and independent sample t-test were used, with help of latest version of SPSS. For the analysis of open-ended items, content analysis was used.

Results

The results have been presented in three sub-sections in response to objectives and hypotheses, followed by a subsection related to findings of qualitative data analysis.

Perceptions of students about home- and school-based parental involvement

To examine students' perceptions about the level of home-based parental involvement, values of mean and standard deviations were calculated, and these results are presented in Table 1.

Table 1
Perceptions of students about home-based parental involvement

S. No.	Themes	Mean	SD
1	Involvement in schooling	4.13	1.22
2	Knowing teachers	4.40	1.13
3	Knowing friends	4.37	1.15
4	Having contact with teachers	4.38	1.14
5	Diary for communication	3.92	1.40
6	Helping in homework	4.02	1.39
7	Providing books and materials	4.59	0.98
8	Taking pain for study	4.46	1.11
	Overall	4.28	1.19

Table 1 shows that the mean values for seven statements lies between 4.00 and 4.60. The mean value for one statement is just approaching 4, i.e., 3.92. These values indicate a higher parental involvement on all aspects of home-based parental involvement, as perceived by their children. Overall mean value of 4.28 also confirms the same and it can be thus concluded that students believe that their parents are involved in home-based activities to a higher extent. The values of standard deviation, however, indicate a moderate consensus of participants. To examine students' perceptions about level of school-based involvement, mean and standard deviations were calculated, and Table 2 presents the results.

Table 2
Perceptions of students about school-based parental involvement

S. No.	Themes	Mean	SD
1	Parent-teacher conferences	3.53	1.46
2	Parent-teacher meetings	3.41	1.53
3	Open day events	3.11	1.58
4	Co-curricular activities	3.05	1.63
5	Occasional visits	3.45	1.51
6	Volunteering	3.39	1.53
7	Regular contact	3.77	1.32
	Overall	3.39	1.51

Table 2 shows that the mean values for all statements lies between 3.05 and 3.77. These values indicate a very low level of parents' involvement on two aspects of school-based involvement i.e., in participation of events and co-curricular activities. Mean values on the remaining five aspects of school-based involvement is moderate, which shows a moderate level of parental involvement in these activities. Overall mean value of 3.39 indicates that children perceive that the level of their parents' involvement in school activities is low-moderate. Values of standard deviation indicate moderate consensus among participants.

Differences between Students' Perceptions about home/school-based parental involvement

To examine differences between students' perceptions about the extent of home/school-based parental involvement, an independent sample t-test was used, as in Table 3.

Table 3

Differences between level of home- and school-based parental involvement

Involvement Nature	N	Mean	T	df	Sig. (2-tailed)
School-based	392	23.71	-22.78	782	.000
Home-based	392	34.27			

Table 3 shows that the mean value of the home-based parental involvement activities is greater than school-based activities. The p-value of 0.000 (i.e., $p<0.05$) shows a statistically significant difference between students' perceptions about level of home/school-based parental activities. Students believe that their parents are more involved in home-based parental activities than school-based. On these results, research hypothesis was accepted, while null was rejected.

Difference between students' gender-based perceptions about home/school-based parental involvement

To examine the differences between students' gender-based perceptions about home/school-based parental involvement, an independent sample t-test was used, and Table 4 shows results.

Table 4

Differences between students' gender-based perceptions about home/school-based parental involvement

Involvement Nature	Gender	N	Mean	T	df	Sig. (2-tailed)
School-based	Females	183	22.54	-3.05	390	.002
	Males	209	24.73	-22.78		
Home-based	Females	183	35.32	3.50	390	.001
	Males	209	33.35	-22.78		
Overall	Females	183	57.86	-0.20	390	.841
	Males	209	58.08	70.80		

Table 4 shows that mean value for male students is greater than female in school-based parental activities. The p-value of 0.002 shows statistically significant difference between perceptions of both and male students believe that their parents are more involved in school-based activities than female. On these bases, null hypothesis was rejected, while research was accepted.

On the other hand, Table 4 further indicates that mean value for female students is greater than male in home-based activities. The p-value of 0.001 shows statistically significant difference between students' perceptions and female students believe that

their parents are more involved in home-based parental activities than male. Null hypothesis was, thus, rejected and research was accepted, in favor of female students.

Overall analysis of parental involvement in home/school-based activities shows that the mean for male students is greater than female. The p-value of 0.841 shows statistically insignificant difference between both and, therefore, children's gender has no impact on level of parental involvement. On basis of these results, null hypothesis was accepted, and research hypothesis was rejected.

Results of Open-Ended Questions

For analysis of open-ended questions, content analysis technique was used. Analysis revealed five most frequently-occurred themes. These themes, in order of their occurring frequency, include: motivating children regularly, contacting teachers to monitor children's performance, help in homework, arranging tutor for studies, and having teachers' contact number. Of these five frequently-emerged themes, three are focused on home-based involvement and two are focused on school-based parental involvement. These results confirm quantitative results.

Discussion

This study found that secondary school students believe that their parents are involved in home-based activities to a higher extent in contrast with low-moderate level of involvement in school-based activities. Considering the positive, consistent, and significant impact of the home-based parental involvement on children's academic outcomes (Chowa et al., 2013), the results of this study are highly satisfactory from the perspective of students. Considering the positive but inconsistent relationship of school-based parental involvement with students' emotional and social adjustments (Henderson & Mapp, 2002; Westmoreland et al., 2009), results of this study are comparatively less satisfactory from students' students. These results show the lack of collaboration between parents and schools and there is a need to develop linkage between both stakeholders for the mutual benefit of both. Results showed that students *perceive* that their parents are more concerned about the education of their male children, in context of school-based activities. Results also showed that parents are more careful about the education of their female children, in context of home-based activities. Overall, it was concluded that although parents are involved in both school- and home-based parental activities, the focus is on the later.

Conclusions

The following four conclusions were drawn from the results of the study, in response to four objectives of this research.

- First, secondary school students believe in higher degree of their parent's involvement in home-based activities in contrast with the low-moderate involvement in school-based activities.

- Second, a statistically significant difference was found between students' perceptions about the level of home- and school-based parental activities, and they believe that their parents are more involved in home-based activities than school-based.
- Third, male students significantly believe that their parents are more involved in school-based parental activities than female. In contrast, female students significantly believe that their parents are more involved in home-based parental activities than male. Both these differences were statistically insignificant, when counted overall.

Recommendations

Based on the findings of this study, several recommendations can be made for teachers, parents, schools, administrators, and policy makers. First, the results of this study observed the lack of collaboration between parents and schools and, therefore, it is recommended for teachers and schools to develop collaboration with parents for the mutual benefit of both. Second, results of this study showed that students perceive that their parents are more concerned about education of their male children, in school-based activities. It is, therefore, important to examine in future researches whether gender differences in school-based parental activities is due to expression of opportunity differences between male and female schools or the differences in interest or willingness to participate on the part of parents. It is further suggested for the parents to take an equal interest in school-based activities of their female children. Third, results showed that parents are more careful about education of their female children in context of home-based activities. It is, thus, recommended that parents should focus equally on their male children at home. Overall results showed that the level of parental involvement in school-based activities is low-moderate in contrast with bit higher level in home-based activities. It is, therefore, recommended for teachers, schools, administrators, and policymakers to devise and implement workable policies for the promotion of parental involvement at school level. Finally, it is also worthy to examine whether students' perceptions about parents' involvement in school- and home-based activities correlate with their academic outcomes.

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Identification of Institutional Factors of Research Productivity of Public Universities Teachers

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Saghir Ahmad[***]

Abstract

Research is an essential and vital part of university education now days. Universities are source of establishing new perceptions. It is a critical determination for financial improvement in the twenty first century and has turned out to be progressively vital in the university setting. The main purpose of the study was to find out the institutional factors of teachers regarding their research productivity. This study was quantitative in nature. Survey method was used to collect data from the respondents. Sample of study consisted of two hundred and ninety seven male and female teachers from public sector universities. A self-developed Likert type scale was used for data collection. Descriptive and inferential statistical techniques were used to analyze the data. From descriptive statistics (frequencies, mean, and standard deviation) and in inferential statistics (t-test and One Way ANOVA) were applied to get the results. The findings indicated that appreciation and encouragement by the head of department positively influences the teachers' research publications. It also revealed that research papers are a condition for promotion in universities and extra administrative duties affects research productivity of teachers. It is recommended that research oriented culture may provide to teachers because it encourage and attract them to engage in research and to enhance their performance by conducting research.

Keywords: Institutional factors, Research productivity, Teachers

Introduction

Universities are source of producing new knowledge and establishing new perceptions regarding research. Teaching and research are thought to be efficiently interrelated. Teaching is the essential part of higher education institutions. Importance

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is given to learning era, the accessibility of nearby and worldwide focused stipends for research, and the comparative motivation structure of universities which puts a premium on production (Bloedel, 2001).

Research Productivity is mixture of two words, "Exploration" and "Profitability". "Explore" implies exceptionally cautious, attentive, and watchful review or examination of wonders, especially to hunt and discover new particulars, data and truths. While "Efficiency" implies generation or yield, delivered in length of time. Both the words imply diverse individuals. With reference to advanced education, investigation of profitability implies distribution of papers in journals, fit as a part of books or introduction of research papers in gathering procedures (Bland, Center, Finstad, Risbey, & Staples, 2005).

Research productivity has been characterized as the connection between the outputs produced by a framework and the sources of information given to make that productivity. It incorporates the expression "proficiency" and all the more significantly viability, which measures the overall outputs or consequences of performance (Turnage, 1990).

There are various variables that have been observed to be related with research profitability. These may incorporate natural components, institutional variables. Institutional factors that directly emerge from the institution's structure, such as the type of institution, institution policy for promotion, research policy, work-load, salary, resources and material supports (Turnbull, 2010).

The level of competency of faculty members also depends upon the institution in which they work. If an institution has encouraging attitude towards research than the members of the institution will do more research but if an institution does not has encouraging attitude towards research than its faculty members will not show more interest towards research. There were some institutional components identified of research profitability that are the sort of university, the level of supports, and the structure of the university. The patterns of different research publications depend upon the norms of the institutions which may vary from institution to institution. It may be different due to structure and environment of the university. There is difference between research attitude and publication rate of doctoral degree granting institution and bachelor degree granting institution (Townsend & Rosser, 2007).

Bland, Weber-Main, Lund, and Finstad (2005) announced that promotion incentive in research is beneficial for the employees and organizations. Material assets alluded to facilities, and adequate assets to direct research. Human resources indicated to nearby associate support, attention from research aides, and support from specialized advisors or experts. Townsend and Rosser (2007) demonstrated solid correlation between accessibility of basic resources with staff personnel research efficiency. A few

measures incorporated: (a) sustain administrations for research, (b) proper provide facilities for research, (c) develop framework of research schedules, (d) changing employing arrangements to contract research about profitable resources, and (e) changes in research organization. The university was ready to improve their staffs research work and profitability.

Dundar and Lewis (1998) explored that economically support to teachers to organize research work from the department is highly important to personnel and the institutions. Because these things contribute positively to promote the research work in the department and also provide energy to teachers to do more work in their disciplines. A number of research studies showed strong correlation between availability of resources with faculty member's research productivity.

Gregorutti (2007) stated that in a sample of medium-sized doctorate-conceding universities distinguished the accessibility of facilities (library, stores for research, among others) as being emphatically identified with more elevated amounts of research profitability. And, he additionally explored that access to facilities is directly link with research efficiency because those who have enough facilities they are extra efficient in research.

Objectives of the Study

Following were the objectives of the study to:

1. find out the institutional factors which enhance the research productivity of teachers.
2. find out the perceptions of teachers about their research productivity.
3. identify the difference between male and female teachers perceptions regarding institutional factors and research productivity.
4. identify the difference between perceptions of married and unmarried teachers regarding institutional factors and research productivity.
5. identify the difference between institutional factors and research productivity of teachers on the basis of their different departments.
6. identify the difference between institutional factors and research productivity of teachers on the basis of their designation.
7. identify the difference between institutional factors and research productivity of teachers on the basis of their job experience.
8. identify the difference between institutional factors and research productivity of teachers on the basis of their academic qualification.

Research Methodology

This study conducted to identify the institutional factors of public sector university teachers regarding their research productivity. Quantitative approach was used. A descriptive survey was used to collect data from the respondents. There are

fifteen public general universities in Punjab. The population of the study was consisted of male and female teachers of public sector general universities of Punjab. Five general universities were selected by using random sampling from population. Two hundred and ninety seven teachers were selected from similar departments (Education, Political Science, History, Economics, and Psychology) from each university by using census sampling technique from public sector universities.

A self-developed questionnaire based on five point Likert scale (strongly agree to strongly disagree) was used to collect data from the respondents. The questionnaire has two parts. Part one consisted of demographic variables of the respondents and second part of the questionnaire was consisted of twenty two statements about teachers' institutional factors regarding their research productivity. Pilot testing was conducted to check the validity and reliability of the instrument. Validity of the questionnaire was certified by experts' opinions. Cronbach Alpha was applied to ensure the reliability. A detail description of reliability index is given below.

Table 1
Reliability of Scale

Cronbach's Alpha	No. of Items
.807	22

Table 1 shows that there were 22 statements in the questionnaire based on institutional factors of research productivity. Cronbach Alpha was used to ensure the reliability of the instrument. The value of reliability index was .807, which is statistically significant. After taking the permission, data were collected from study subjects by visiting the universities personally. Data entered into SPSS (Statistical Package for Social Sciences) software for analysis. Data were analyzed by using descriptive and inferential statistical techniques. Frequencies, mean, standard deviations, independent sample t-test, and One Way ANOVA tests were applied to get results.

Data Analysis

A detail description of demographic variables and data analysis is as under.

Table 2
Demographic representation of teachers' sample

	Demographic Variables	Frequency	Percent
Universities	Public	297	100.0
Gender	Male	134	45.1
	Female	163	54.9
	Total	297	100.0
Departments	Education	69	23.2
	History	97	32.7
	Psychology	100	33.7
	Political science	22	7.4
	Economics	9	3.0
	Total	297	100.0
Designation	Lecturer	175	58.9
	Assistant Professor	91	30.6
	Associate Professor	13	4.4
	Professor	18	6.1
	Total	297	100.0
Experience	1-5	141	47.5
	6-10	79	26.6
	11-15	36	12.1
	above 15	41	13.8
	Total	297	100.0
Qualification	MA/MSC	14	4.7
	M.Phil.	133	44.8
	PhD	150	50.5
	Total	297	100.0
Marital Status	Married	204	68.7
	Unmarried	93	31.3
	Total	297	100.0

Table 2 indicates the demographic information of selected subjects of the study in the frequencies and percentages. The sample (teachers) of the study had different demographic characteristics (university, gender, departments, designation, experience, qualification, and marital status). Total sample of study was 297 teachers.

Table 3
Teachers' promotion and incentives

Statements	Mean	*SD*
I am conducting research to get scholarship for higher studies.	3.38	1.216
Promotion is the main purpose of conducting research.	3.57	1.167
Appreciation and encouragement by the head of department positively influences on research productivity of the faculty members.	3.97	1.001
Institutes provide opportunities for participation in international research conferences.	3.75	1.138

Table 3 shows that maximum mean score of appreciation and encouragement by the head of department positively influences on research productivity of the faculty members (*M*= 3.97, *SD* = 1.001) and minimum mean value of I am conducting research to get scholarship for higher studies (*M*= 3.38, *SD* = 1.216). It is concluded that majority of the teachers agreed that appreciation from the Head of department enhance their research publications.

Table 4

Research policy of institutions

Statements	Mean	*SD*
A research oriented culture will encourage and attract me to engage in research.	4.02	.910
Research productivity helps higher education institutions to increase their performance.	4.18	.795
Research papers are a condition for promotion of university teachers.	4.24	.783
Supervision of M.Phil and PhD students positively affects teachers' research publications.	4.09	.873

Table 4 indicates that majority of teacher agreed that research papers are a condition for promotion of university teachers (*M*= 4.24, *SD*= .783) and research productivity helps higher education institutions to increase their performance (*M*= 4.18, *SD*= .795). It is concluded that research policies of the institutions help teachers to enhance their research publications.

Table 5

Work-load and salary of teachers

Statements	Mean	*SD*
Academic duties like teaching, assignments, examination, and preparation of course outlines reduce the research productivity of teachers.	4.02	1.018
Higher salaries attract teachers' to conduct research.	3.98	1.020
Extra work-load of administrative duties affects research productivity of university teachers'.	4.08	.937
Research publications help the faculty members to get higher salary package.	4.00	.971

Table 5 indicates that majority of teachers agreed that extra work-load of administrative duties affects research productivity of university teachers (*M*= 4.08, *SD*= .937). A very few teachers were undecided with the statement that higher salaries attract teachers' to conduct research (*M*= 3.98, *SD*= 1.020). It is concluded from the result that extra work-load affects teachers' research productivity.

Table 6

Institutional resources and material support for teachers

Statements	Mean	*SD*
Adequate research funds are necessary to conduct research.	4.12	.959
I am satisfied with research resources (library, internet, & time) provided by the university to conduct research.	3.62	1.186
Amount of time teachers spent on research affects research productivity.	4.12	.846
Lack of institutional support, feedback & encouragement affects the research productivity of faculty members.	4.18	.879

Table 6 reveals that majority of teachers agreed that lack of institutional support, feedback and encouragement affects the research productivity of faculty members (*M*= 4.18, *SD*= .879). A few teachers agreed that they are satisfied with research resources (library, internet, & time) provided by the university to conduct research (*M* = 3.62, *SD* = 1.186). It is concluded that most of the teachers agreed that lack of institutional support and feedback affect their research productivity.

Table 7

Teachers' responses about research productivity

No.	Research paper	Mean	*SD*
1	0	2.05	1.170
2	1-5	1.98	1.222
3	6-10	1.93	1.103
4	11-15	1.72	.916
5	16-20	1.28	.779
6	Above 20	1.26	.687

Table 7 shows that mean value of highest research productivity is (*M* = 2.05, *SD* = 1.170). It is concluded that the majority of the teachers have no research publication. A very few teachers had more than 20 publications (*M* = 1.26, *SD* = .687).

Table 8

Difference among teachers about their institutional factors on the basis of gender

Variable	Gender	*N*	Mean	*SD*	*t-value*	*df*	Sig.
Institutional promotion	Male	134	14.80	2.927	.680	295	.497
	Female	163	14.56	3.107			
Institutional research policy	Male	134	16.79	2.170	1.692	295	.092
	Female	163	16.29	2.821			
Institutional workload	Male	134	16.41	2.729	1.803	295	.072
	Female	163	15.81	2.958			
Institutional resource support	Male	134	16.04	2.753	.048	295	.962
	Female	163	16.03	2.332			

Independent sample t-test was applied to find out the difference between the promotion and incentives scores of teachers on the basis of gender. It is concluded that there was no significant difference in the perceptions of male and female university teachers regarding research policy of institutions, and work-load and salary, promotion and incentives, and resources and material support.

Table 9

Difference among teachers about their research productivity on the basis of gender

Variable	Gender	*N*	Mean	*SD*	*t-value*	*df*	Sig.
Research productivity	Male	134	10.78	3.917	2.000	295	.046
	Female	163	9.74	4.869			

Independent sample t-test was applied to compare the research productivity scores on the basis of gender. There was significant difference in scores of research

productivity between male (*M* = 10.78, *SD* = 3.917) and female university teachers *M* = 9.74, *SD* = 4.869, *t* (295) = 2.000, *p* = .046. It is concluded that there was significant difference between the mean score of male and female university teachers regarding their research productivity. Male teachers had more research productivity rather than female teachers.

Table 10

Difference among teachers about institutional factors on the basis of marital status

Variable	Marital Status	*N*	Mean	*SD*	*t-value*	*df*	Sig.
Institutional promotion	Married	204	14.75	2.871	.744	295	.457
	Unmarried	93	14.47	3.345			
Institutional research policy	Married	204	16.46	2.578	-.542	295	.588
	Unmarried	93	16.63	2.519			
Institutional workload	Married	204	16.19	2.934	.939	295	.349
	Unmarried	93	15.85	2.718			
Institutional resources	Married	204	15.87	2.546	-1.717	295	.087
	Unmarried	93	16.41	2.455			

Independent sample t-test was applied to find out the difference between the scores of teachers about promotion and incentives on the basis of marital status. There was no significant difference in promotion and incentives scores of married and unmarried teachers. P-value is greater than .05. Thus, it is concluded that there was no significant difference in the perception scores of married and unmarried university teachers regarding promotion and incentives, research policy of institutions, and work-load and salary, resources and material support.

Table 11

Difference among teachers about their research productivity on the basis of marital status

Variable	Marital Status	*N*	Mean	*SD*	*t-value*	*df*	Sig.
Research productivity	Married	204	10.67	4.641	2.639	295	.009
	Unmarried	93	9.20	3.972			

Table shows that independent sample t-test was applied to compare the research productivity scores of university teachers on the basis of their marital status. There was significant difference in scores of research productivity between married (*M* = 10.67, *SD* = 4.641) and unmarried university teachers *M* = 9.20, *SD* = 3.972, *t* (295) = 2.639, *p* = .009.

It is concluded that there was significant difference between the mean score of married and unmarried university teachers regarding their research productivity. Mean difference showed that married teachers were more productive in their research than unmarried.

Table 12

One way ANOVA for the difference among teachers about institutional factors on the basis of departments

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Institutional promotion	Between Groups	18.654	4	4.663	.506	.731
	Within Groups	2689.346	292	9.210		
	Total	2708.000	296			
Institutional research policy	Between Groups	43.677	4	10.919	1.687	.153
	Within Groups	1890.505	292	6.474		
	Total	1934.182	296			
Institutional workload	Between Groups	41.475	4	10.369	1.265	.284
	Within Groups	2392.586	292	8.194		
	Total	2434.061	296			
Institutional resources	Between Groups	53.521	4	13.380	2.129	.077
	Within Groups	1835.071	292	6.284		
	Total	1888.593	296			

Table 12 shows that analysis of variance was applied to explore the difference in means scores of promotion and incentives, research policy of institutions, work-load and salary, and resources and material support through perceptions of university teachers. Perceptions were collected in four areas i.e. promotion and incentives: F (4, 292) =.506, p = .731; research policy of institutions: F (4, 292) = 1.687, p = .153; work-load and salary: F (4, 292) = 1.265, p = .284; and resources and material support: F (4, 292) = 2.129, p = .077. There was no significant difference in the results of all four areas on the basis of departments. It means that teachers of different departments had not different perceptions regarding their institutional factors which influence their research productivity.

Table 13

One way ANOVA for the difference among teachers about research output on the basis of departments

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Research Productivity	Between Groups	28.125	4	7.031	.346	.847
	Within Groups	5933.512	292	20.320		
	Total	5961.636	296			

Table 13 shows that analysis of variance was applied to explore the difference in mean scores of teachers research output. Perceptions were collected from teachers of different departments i.e. research productivity: F (4, 292) = .346, p = .847. There was statistically no significant difference in the results of teachers' research productivity on the basis of their departments. It means that teachers of different departments had not different research productivity.

Table 14

One way ANOVA for the difference among teachers about institutional factors on the basis of designation

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Institutional promotion	Between Groups	3.435	3	1.145	.124	.946
	Within Groups	2704.565	293	9.231		
	Total	2708.000	296			
Institutional research policy	Between Groups	36.813	3	12.271	1.895	.130
	Within Groups	1897.368	293	6.476		
	Total	1934.182	296			
Institutional workload	Between Groups	44.728	3	14.909	1.828	.142
	Within Groups	2389.333	293	8.155		
	Total	2434.061	296			
Institutional resources	Between Groups	35.437	3	11.812	1.868	.135
	Within Groups	1853.155	293	6.325		
	Total	1888.593	296			

Table 14 shows that analysis of variance was applied to explore the difference in mean scores of promotion and incentives, research policy of institutions, work-load and salary, and resources and material support through perceptions of university teachers. Perceptions were collected in four areas i.e. promotion and incentives: F (3, 293) = .124, p = .946; research policy of institutions: F (3, 293) = 1.895, p = .130; work-load and salary: F (3, 293) = 1.828, p = .142; and resources and material support:

F (3, 293) = 1.868, *p* = .135. There was statistically no significant difference in scores of all four area; promotion and incentives, research policy of institution, work-load and salary, and resources and material supports on the basis of designation.

Table 15

One way ANOVA for the difference among teachers about research output on the basis of designation

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Research Productivity	Between Groups	1129.622	3	376.541	22.832	.000
	Within Groups	4832.014	293	16.492		
	Total	5961.636	296			

Table 15 shows that analysis of variance was applied to explore the difference in mean scores of teachers research output. Perceptions were collected from teachers of different departments i.e. research productivity: *F* (3, 293) = 22.832, *p* = .000. There was statistically significant difference in the results of teachers' research productivity on the basis of their designation. It means that teachers of different designation had different research productivity.

Table 16

One way ANOVA for the difference among teachers about institutional factors on the basis of job experience

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Institutional promotion	Between Groups	30.052	3	10.017	1.096	.351
	Within Groups	2677.948	293	9.140		
	Total	2708.000	296			
Institutional research policy	Between Groups	13.015	3	4.338	.662	.576
	Within Groups	1921.167	293	6.557		
	Total	1934.182	296			
Institutional workload	Between Groups	14.652	3	4.884	.591	.621
	Within Groups	2419.409	293	8.257		
	Total	2434.061	296			
Institutional resources	Between Groups	19.865	3	6.622	1.038	.376
	Within Groups	1868.727	293	6.378		
	Total	1888.593	296			

Table shows that analysis of variance was applied to explore the difference in mean scores of promotion and incentives, research policy of institutions, work-load and salary, and resources and material support through perceptions of university teachers. Perceptions were collected in four areas i.e. promotion and incentives: *F* (3, 293) =

1.096, p = .351; research policy of institutions: F (3, 293) = .662, p = .576; work-load and salary: F (3, 293) = .591, p = .621; and resources and material support: F (3, 293) = 1.038, p = .376. There was statistically no significant difference in scores of all four area; promotion and incentives, research policy of institution, work-load and salary, and resources and material supports on the basis of teachers teaching experience.

Table 17

One way ANOVA for the difference among teachers about research output on the basis of experience

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Research Productivity	Between Groups	541.979	3	180.660	9.767	.000
	Within Groups	5419.657	293	18.497		
	Total	5961.636	296			

Table displays that analysis of variance was applied to explore the difference in mean scores of teachers research output. Perceptions were collected from teachers had different experience i.e. research productivity: F (3, 293) = 9.767, p = .000. There was statistically significant difference in the results of teachers' research productivity on the basis of their teaching experience. It means that teachers who had more teaching experience had different research productivity.

Table 18

One way ANOVA for the difference among teachers about institutional factors on the basis of qualification

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Institutional promotion	Between Groups	.072	2	.036	.004	.996
	Within Groups	2707.928	294	9.211		
	Total	2708.000	296			
Institutional research policy	Between Groups	7.986	2	3.993	.609	.544
	Within Groups	1926.195	294	6.552		
	Total	1934.182	296			
Institutional workload	Between Groups	9.848	2	4.924	.597	.551
	Within Groups	2424.213	294	8.246		
	Total	2434.061	296			
Institutional resources	Between Groups	70.720	2	35.360	5.719	.004
	Within Groups	1817.872	294	6.183		
	Total	1888.593	296			

Table 18 indicates that analysis of variance was applied to explore the difference in mean scores of promotion and incentives, research policy of institutions,

work-load and salary, and resources and material support through perceptions of university teachers. Perceptions were collected in four areas i.e. promotion and incentives: F (2, 294) = .004, p = .996; research policy of institutions: F (2, 294) = .609, p = .544; work-load and salary: F (2, 294) = .597, p = .551; and resources and material support: F (2, 294) = 5.719, p = .004. There was statistically no significant difference in scores of promotion and incentives, research policy of institution, work-load and salary but there was significant difference in score of resources and material supports on the basis of teachers academic qualification.

Table 19

One way ANOVA for the difference among teachers about research output on the basis of qualification

Variable		Sum of Squares	*df*	Mean Square	*F*	Sig.
Research Productivity	Between Groups	794.660	2	397.330	22.608	.000
	Within Groups	5166.977	294	17.575		
	Total	5961.636	296			

Table shows that analysis of variance was applied to explore the difference in mean scores of teachers research output. Perceptions were collected from teachers had different qualification i.e. research productivity: F (2, 294) = 22.608, p = .000. There was statistically significant difference in the results of teachers' research productivity on the basis of their qualification. It means that teachers had different academic qualification had different research productivity.

Discussion

This study was conducted to identify the institutional factors of public sector university teachers regarding their research productivity. The data for the study were collected from the teachers of public sector universities in Punjab. The mean scores of the respondents and overall results showed that promotion and incentives and material resources and support are the major institutional factors which influence teachers' research output. These results are consistent with the previous study of Bland, Weber-Main, Lund, and Finstad (2005); Stafford (2011) found similar findings that promotion incentive in research is beneficial for the employees and organizations. Material assets alluded to facilities, and adequate assets to direct research.

Conclusion

The purpose of the study was to identify the institutional factors of public university teachers regarding their research productivity. It was concluded that appreciation and encouragement by the head of department positively influences on research productivity of the faculty members. Institutes provide opportunities for

participation in international research conferences may enhance teachers' research productivity. It was also included that research papers are a condition for promotion of university teachers. Research productivity helps higher education institutions to increase their performance. Findings of the study showed that research oriented culture will encourage and attract university teachers to engage themselves in conducting research. Research policies of the institutions help teachers to enhance their research publications. Extra work-load of administrative duties affects research productivity of university teachers. It was also concluded that research resources and support help teachers to enhance their research productivity.

There was no significant difference between institutional factors of teachers on the basis of gender. Male and female university teachers have equal opportunities to conduct research. There was a significant difference between the male and female university teachers regarding their research productivity. It was concluded that there was significant difference between the mean score of married and unmarried university teachers regarding their research productivity. There was statistically significant difference in the results of teachers' research productivity on the basis of their designation. Teachers who were professors they had more publications and research work than other teachers. Lecturers had less research productivity than other teachers. There was statistically no significant difference in scores of all four area; promotion and incentives, research policy of institution, work-load and salary, and resources and material supports on the basis of teachers' academic qualification and teaching experience. There was statistically significant difference in the results of teachers' research productivity on the basis of their teaching experience. It means that teachers who had more teaching experience had different research productivity. There was statistically significant difference in the results of teachers' research productivity on the basis of their qualification.

Recommendations

Following recommendations were made on the basis of study findings:

1. Research culture is not supportive in most institutions. So, research oriented culture might be promoted to increase teachers' research productivity.
2. Peaceful research environment is also a factor which influences research output of university teachers. If teachers will get conducive environment for conducting research, it will enhance the capability of conducting research and they will be able to teach the new concepts to their students. A proper environment for teachers might be provided e.g. staffrooms should be provided in very comfortable and favorable conditions, electricity, advanced techniques and knowledge, should be provided. It is highly recommended that institutions should provide a peaceful environment to all the faculty members for the improvement of research productivity of teachers.

3. Majority of the institutions only force their teachers to conduct research rather than providing them with proper financial incentive. Thus, due to less incentive teachers do not take interest in research and they do not focus on quality work and just focus on quantity. Financial incentives (travel grant, reward system, annually appraisal, allowances, international conferences and foreign scholarships) are important to conduct research. Institutions will have to revise their research policy and provide all the above incentives to those prominent teachers whose articles are published in reputed journals and those who are trying to improve their research work.
4. Department support is an important factor to conduct research. Head of department should provide full support to their faculty members in the shape of peaceful environment, library facilities, separate room, internet facility to help teachers to complete their research projects. The administrator should give ownership to their teachers that will enhance their connection to the work and to the organization.
5. Appreciation and encouragement from the head of the department encourages teachers' to conduct quality work. Appreciation letters should be given to teachers as a reward to increase their research productivity.
6. Extra work-load is a hurdle to conduct research. Higher education institutions have the responsibility to decrease the extra duties from the teachers' so that they are able to conduct research and improve their research publications.
7. Appropriate use of funds is a hurdle in conducting research. Universities do not provide adequate funds to their teachers. Institutions might be responsible for appropriate use of funds according to the need of the teachers.
8. Resource and material supports (internet, library, appropriate tools) are necessary to conduct research. This is institution's responsibility to provide all the resource and material supports which their faculty members need to enhance their research productivity. Therefore, institution should provide all the resource and material to their faculty.

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Students' Interest and Academic Achievement in the Light of New Instructional Approaches

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Abstract

This investigation expects to study the effect of the new Instructional methodology on Interest and achievement. In this exploratory investigation 60 students of the two Schools were separated into two likened groups. Irregular task was made to control (N=30) and tested Groups (N=30). The treatment time of the analysis was 30 days. The control group was educated by the customary address technique while the test amass was instructed with the ICT instructional methodology. The tools utilized for the information accumulation were the pretest, posttest and Interest stock. Based on result it was presumed that the group test aggregate which was educated with the ICT instructional methodology performed altogether superior to anything the control amass instructed by the conventional method. Additionally the enthusiasm of the exploratory gathering students was better in the technique when contrasted with the understudies of the control group which were taught by the lecture Strategy. Based on result it was obvious that the new ICT instructional methodology is superior to conventional techniques of teaching in improving the academic achievement and interest of the students.

Keywords: Academic achievement, lecture Method, Information Communication Technology, Higher Secondary level, Interest inventory, Higher secondary level

Introduction

New Instructional methodologies are the need of the day. Analysts of the world are investigating the better approaches for teaching and learning. One of such creative instructional methodology is the teaching through ICT's. There is a misguided judgment among the majority that, ICTs by and large allude to computers and additionally computer related exercises yet luckily, this isn't the situation. Instructional Communication Technology is viewed as the blend of Information Technology and other correspondence advances identified with it (UNESCO, 2002). Diverse sort of education related items like CD ROMs, intelligent voice response framework, radio and transmission, radio directing, TV exercises, sound and video conferencing and

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messages are utilized (Sanyal, 2001; Bhattacharya & Sharma, 2007, Sharma, 2003). ICT is a new technique of teaching (Murray, 2011) and it additionally includes computers, fundamental programming and media transmission, i.e. phone lines and remote signs (Foldoc, 2008).

As per Singh (2013), ICT is an accumulation of different assets and specialized gadgets that are utilized to store, manage and communicate data; ICT utilization is new to education (Okoro & Ekpo, 2016).

Data and Communication Technologies (ICT) are broadly utilized in education for accumulation, association, and examination of various information. The utilization of ICT can positively affect the teaching and learning process by changing the concentration from an educator focused way to deal with a student focused methodology and offers opportunities to enhance data and thinking aptitudes, relational abilities, discourse aptitudes, higher reasoning aptitudes, critical thinking approach, and inventiveness (Shaikh & Khoja, 2011; Yusuf , 2010).

The utilization of technology affected the students' learning at various dimensions and made improvement in achievement (Liu, Cho, Hsieh, & Schallert, 2006). Many machines are now being used for the purpose of teaching (Ohler, 2008).

Rationale of the Study

It is the age of information and communication technologies. The instructional and communication Technologies are being used in the daily life. Also, the student's level of achievement and learning has been increased through the use of technologies in education as reported by different studies. The researchers of the world are trying to take benefit from the technology in the field of education. The current study goes in line with the researchers of the world to explore the other instructional approaches for teaching

Statement of the Problem

The developed and the developing countries of the world are inventing the new ways of instructing students (Benders, 2011). The current investigation determines the achievement and interest through two Instructional approaches

Objectives of the Study

The main objective of the study was cut down into following sub objectives of the research study:

1. To determine the extent of difference in the academic achievement in Math of the Higher secondary school students, when taught through two instructional approaches (ICT and Lecture)

2. To determine the extent of difference in the academic achievement in Math of the Higher secondary school students, when taught through two instructional approaches (ICT and Lecture)

Research Questions

The generated Research Questions from the literature and the conceptual framework are stated as below:

1. What is the difference in two Instructional approaches on achievement?
2. What is the difference in two Instructional approaches on Student's Interest?

Research Methodology

Research Design

The present study was an experimental study conducted on a significant area of new instructional approaches in Math at Higher Secondary school level. The Two groups (Experimental and Control) were randomly exposed to two different instructional approaches (ICT and Lecture). The researchers controlled all other variable sand determine the effects of only instructional approaches on the academic achievement and the Interest of the Higher secondary school students. The experimental design of the current study can best be explained in the following way:

Experimental Group:	O1	X1	O2
Control Group:	O1	X2	O2

Population

Although entire students of higher secondary level come under the umbrella of the population of the study, however the target population consists of the only students of schools where the experiment was conducted. The overall target population consists of 136 students, from whom the sample for the experimental study was selected. The detailed description of the population is as under

Name of School	Total no of students in 1st year class
School-1	64
School-2	72

Sampling

In the ideal situations the researchers investigate all the population of the study for reaching the best results of the study. In the experimental studies the researchers' choice is the intended number of participants to get the desired results. The Roscoe (1975) proposed the rules of thumb (as cited in Sekaran & Bougie, 2010) as the best formula for selecting the sample size from the population. Moreover, he narrated that the sample larger than 30 in more than sufficient for the experimental studies.

Different sampling techniques were utilized to come at the final sample. Schools were selected by using purposive sampling. All the research requirements were met in the selected schools. The male and female students selected through stratified sampling and finally random sampling for selecting within the strata. The clearest description of sample selection point by point is elaborated in the following way:

School	Selected sample
School-1	60 students from male school
School-2	60 Students from Female school

Instrumentations

Pre-test and Post-test and Interest Inventory

The achievement test used by the researcher to check the pre-achievement of the students before treatment was called the pre-test. It was in the subject of Mathematics of HSS students. Another test was the post-test to check the achievement after treatment. Both tests initially consist of 35 and 37 items respectively. The interest inventory was used to find the interest in the subject of mathematics taught by Two different Instructional Approaches.

Reliability and Validity of Tests

The pre-test and post-test were made valid and reliable through the Math Teachers of College and higher secondary schools. There were at first three alternatives before every item which were (rejected, accepted, and accepted with minor changes). The educators dismissed the items having the language problems, not fit for the test, not suitably representing the content of the tests.

For the purpose of finding the reliability of both the tests, the SPSS (version 21.0) was used. The Researcher took the help of the supervisor for finding the reliability. The Cronbach's Alpha method of finding the reliability and reliability if the item deleted option was used. The reliability of the pre-test, post-test and Interest Invntory were 0.84, 0.92, and 0.71 respectively.

Instrument	No of items	Reliability
Pre-test	25	0.84
Post-test	25	0.92
Interest Inventory	51	0.71

Data Analysis

The most suitable statistics utilized for the current analysis were the t-test, however, the descriptive statistics come midway across the analysis were the Mean,

Standard Deviation and the p-value. The graphs were also made for making the study more clear for all types of readers

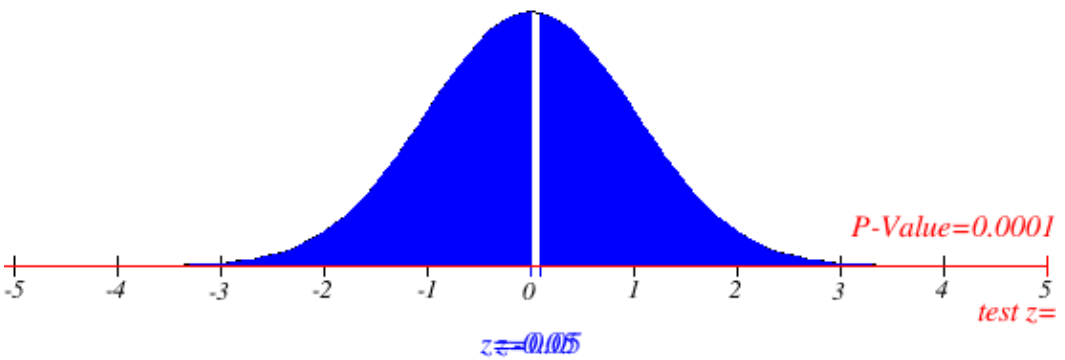
Data Analysis and Interpretation

Table 1

Showing the mean difference in the achievement (post-test) of the experimental and control groups

Variable	N	Mean	SD	T	Df	p-value
CG	30	34.54	5.43	5.76	58	.000 *
EG	30	45.66	6.45			

* Significant at 0.05 level



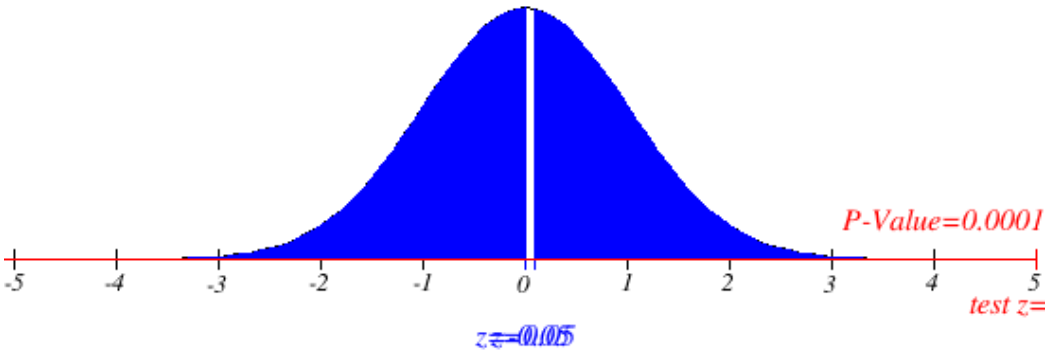
The Result of analysis indicates that there was a significant difference in the academic achievement of the students in Mathematics, when mathematics is taught through the TWO different instructional approaches viz, ICT instructional approach and the lecture approach. This difference was in favor of the ICT, which clearly indicates that the new ICT instructional approach is far better than the traditional instructional approach lecture method in enhancing the achievement of learning at the higher secondary school level.

Table 2

Showing the mean difference in the inventory score of the experimental and control groups

Variable	N	Mean	SD	T	Df	p-value
CG	30	2.34	.40	9.45	58	0.000*
EG	30	4.67	.71			

* Significant at 0.05 level



The Result of analysis indicates that there was a significant difference in the Interest of the students in Mathematics, when mathematics is taught through the TWO different instructional approaches viz, ICT instructional approach and the lecture approach. This difference was in favor of the ICT, which clearly indicates that the new ICT instructional approach is far better than the traditional instructional approach lecture method in enhancing the Interest of learning at the higher secondary school level.

Discussion

The Present study was an experimental investigation to see the Impact of new instructional methodologies on interest and achievement. The outcome demonstrates that the exploratory (tested) group on which ICT Instructional methodology was employed, performed fundamentally superior to the other group (control). The results of the study are upheld by the examinations directed by Ruttanathummatee (2004) who explored the Effectiveness of Computer Assisted Instruction for Primary School Students. The results of the present study are additionally in accordance with Cavaaogls and Karaoglan et al. (2004) study who explored the Use of ICT in Math. The present study results are likewise supported by the study of Vidal Puga (2006), on ICT in the school setting (a Case study). Likewise, these results are supported by the results of Naba'h et al., (2009) whose study is on the Effect of CAI for Teaching English in Jordan. The series of these different investigations likewise supports the authenticity of the results of the current study. The studies conducted by Luu (2009) and Youssef and Dahmani (2010) reported the results which support the results of my current study, the study results are additionally in accordance with the study led by Shah (2013). These series of investigations proves that the ICT instructional approach is better than any traditional instructional approaches like the Lecture method.

Conclusions

The results of the analysis indicate that the tested (experimental) group on which the ICT Instructional approach was employed performed much better than the students

on which the Lecture Instructional approach was employed, therefore it is concluded that the ICT instructional approach is a better technique of teaching which should be implemented at the Higher secondary school level.

The results also indicate that the interest of the students in the ICT instructional approach was better than the interest in the lecture method, therefore it is concluded that the ICT instructional approach is better for developing the interest for the students of higher secondary classes. Study implications are very much important because this study has practical implications in the area of teaching and learning area, which is very much crucial. The study results that the ICT instructional approach is effective for the higher secondary students in the subject of mathematics could be implemented at the grass root level in all the HSS of Dera Ismail Khan. The teachers of mathematics could be benefited with this study because it provides them the ICT as the tool for teaching mathematics at the school level.

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Relationship between Pareto Law and Maxwell's Stages of Leadership at University Level

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Amna Ramzan[**]

Abstract

This study focused on exploring the relationship between Pareto Principle and levels of Leadership Proposed by inordinate leadership expert J.C Maxwell. Through multistage sampling technique, 213 dyads were nominated to participate in the study. The study was quantitative and data was collected through two structured questionnaires LLAQ (for subordinates) and PPQ (for leaders. The results signposted that, all the five levels positively correlated with the coefficient Pinnacle (r=.46), People Development (r=.37), Production (r=.41), Permission (r=.42), and Position (r=.46). Additional findings were reconnoitred that, People development level has literature support having relationship Pareto Principle with five levels of leadership.

Keywords: Pinnacle, People Development, Production, Permission, Position

Introduction

The Pareto Principle, a thought-provoking construct in business and Professional research. It articulates that as a rule 80 % of the impacts or results instigated from just 20 % of the sources or causes. The concept of Pareto Principle was naked by an Italian Economist Vilfredo Pareto in 1897. The term Pareto Principle specified by many appellations i.e. 80/20 rules, Pareto Law, Principle of imbalance but in the arena of research was signposted by Pareto Principle (Wiesenfelder, 2013). Maxwell uses this term as Pareto Principle and concedes that the use of this law increases the leadership ability in the form of levels (Borner, 2012).

Koch (2015) in his book "*80/20 managers ten ways to become great leaders* " Contests the claim that, the manager achieve abundant more with less effort who use Pareto principle in their daily jobs and become prodigious leaders. The idea of 80/20 rule to up the level of leadership first introduced by Maxwell in 1997 in his book "*Becoming a Person of Influence"* in which the Maxwell write and denote the notion of 80/20 rules. In the same year, he also concedes this supposition in another book "*The Success Journey, the Process of Living Your Dreams"* published on February 1997 and

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argue that there is a lot of ways to prioritize your tasks keeping in mind your 20 % of your strengths that make excellent work.

> "*You could use the 80/20 rule. Give 80 percent of your effort to the top 20 percent (most important) activities. Another way is to focus on exceptional opportunities that promise a huge return. It comes down to this: give your attention to the areas that bear fruit*" (Maxwell, 2014).

Passing a year he Gives an account of the same concept in the capsule of the book "*Five Levels of Leadership Proven Steps to Maximize your"* and *"The 21 irrefutable laws of leadership: Follow them and people will follow you".* Richard Koch (2015) Pareto Principle postulate that there are a "*few really important reasons that explain superior educational performance*" and that 80/20 approaches and methods will substantiate brilliant consequences. Educationists can isolate the explanations and slants, and then multiply their occurrence. By using Pareto Principle in education leaders can be talented to brand terrific progress. The university-level considered highest level of education in Pakistan. The university-level Leadership permitted to manage their man, money and material resources autonomously. The top-level leaders are fully pontificated to develop their subordinate's leadership abilities (Anwar, Yousuf, & Sarwar, 2008). Every organization's long-term success emphatically correlated with its capacity to construct viable and dynamic leaders (Chu, 2009). The organization must have the capacity to give a situation in which future and current leader figure out how to adequately lead and do the missions of their organizations. There is the scarcity of literature on this research it is may be the first one study in this field, where the relationship between Pareto principle and the level of leadership success was explored. Pareto Principle and its effects on leadership success have explored the effect to establish which of the level is the most affected by 80/20 principle in return helping the leadership to achieve a higher level of success proposed by J C Maxwell. The present paper provides empirical support to the assumption of Maxwell, that the uses of 80/20 principle (law of priority) increase your level of leadership. Research on leadership indicates that 50- 75 % of organizations are currently managed by people who greatly lacking in leadership competence. They hired or promoted based on technical competence, business knowledge and politics not on leadership skill (Swaroop and Prasad, (2013).

Objectives of the Study

The objectives of paper were to:

1. Explore the relationship between Pareto Principle and Maxwell's levels of leadership
2. Scrutinize the relationship between Pareto Principle and:
    I. Position level

II. Permission level
III. Production level
IV. People Development level
V. Pinnacle level

Hypotheses

To test above stated objectives following hypothesis were framed.

H_{o1}: There is no significant relationship between the mean score of Pareto Principle and Maxwell's levels of leadership at University level

H_{o2}: There is no significant relationship between the mean score of Pareto Principle and Maxwell's (*positional*) level of leadership

H_{o3}: There is no significant relationship between the mean score of Pareto Principle and Maxwell's (*Permission*) level of leadership

H_{o4}: There is no significant relationship between the mean score of Pareto Principle and Maxwell's (*Production*) level of leadership

H_{o5} There is no significant relationship between the mean score of Pareto Principle and Maxwell's (*People Development*) level of leadership

H_{o6} There is no significant relationship between the mean score of Pareto Principle and Maxwell's (*Personhood*) level of leadership

Methodology

The present paper proposed to figure out the existing relationship between Pareto Principle and five level of leadership proposed by J.C Maxwell. Nature of study was quantitative and descriptive survey method was used to collect data from the sample. Data was collect at one point at a time hence the nature of data was cross-sectional and correlation analysis was suited to interpret the collected data. The 213 dyads were subjected through multistage sampling for data collection.

Research Instruments

Pareto Principle Questionnaire (PPQ) has good validity as measured by two experts having more than five years leadership experience and the Cronbach's Alpha of PPQ was .94. To consider the five levels of leadership an adapted questionnaire Leadership Level Assessment Questionnaire developed by J.C. Maxwell.

Data Analysis

The purpose of the successive section of the research report is to numerically explore the relationship of Pareto Principle with the level of leadership.

Table 1

Sector and gender wise distribution of dyads (n=213)

S #	Demographics	Total	Percentage	Mean	SD
1	Public	132	62.0%	1.38	.48
2	Private	81	38.0%		
3	Male	114	53.5%	1.46	.50
4	Female	99	46.5%		

Table no 1 represents the organizational profile of the respondents among n=213 (M=1.38 & SD=.48) respondents 132 (62.0%) were belonged to public sector and reaming 81 (38.0%) respondents were fell in private category. Further, it also displays the gender wise distribution of the respondents. Gender wise distribution of the n= 213 (M=1.46 & SD=.500) respondents 114 (53.5%) male and 99 (46.5%) females fit in the sample from which data is collected and finalize for analysis and interpretation.

Correlation Analysis

Bi-variate Pearson Correlation analysis was accompanied on the Pareto Principle and five levels of leadership to check the initial support for the hypothesized relationship of presented in figure.2 the initial outputs showed that Pareto Principle and Maxwell's levels of leadership (r=.454) was significantly correlated. Pareto Principle was also positively correlated with Position, Permission, Production, People Development and Pinnacle with the Coefficient = .460, .427, .417 and .368 respectively. Level one (position) and level five (Pinnacle) has the highest coefficient both levels contains r=.460. No correlation was calculated among factors and demographic variables of the study.

Table 2

Correlation between pareto principle and maxwell's levels of leadership (N=213)

	Pareto Principle	Levels Of Leadership
Pareto Principle	1	.454**
Levels Of Leadership	.454**	1

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

Hypothesis Testing

In correlational studies, it was common assumption that the hypothesis/s was tested on the bases of existing correlation among or between variables. The figure given below AMOS path output designates the correlation between Pareto Principle and five levels of leadership advanced by J.C. Maxwell.

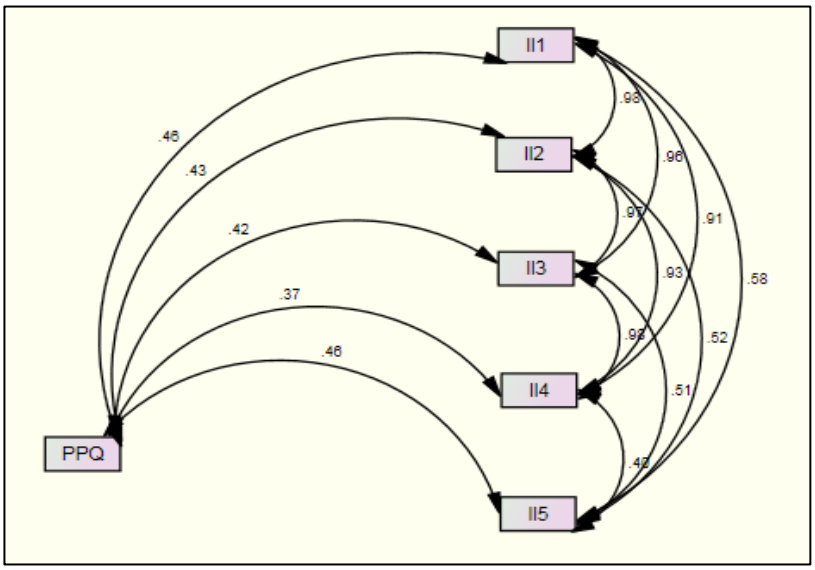

Figure.2 Correlation between Pareto Principle and levels of leadership

Pareto Principle and Maxwell's levels of leadership

H_{o1}: The hypothesis H_{o1} was rejected at the significance level $p<.05$ and $r= .45$ which shows a medium correlation between Pareto Principle and Maxwell's levels of leadership.

Pareto Principle and Maxwell's 1st level of leadership

H_{o2}: The hypothesis H_{o2} was rejected at the significance level $p<.05$ and $r= .46$ which shows a medium correlation between Pareto Principle and Maxwell's levels of leadership.

Pareto Principle and Maxwell's 2nd level of leadership

H_{o3}: The hypothesis H_{o3} was rejected at the significance level $p<.05$ and $r= .43$ which shows a medium correlation between Pareto Principle and Maxwell's levels of leadership.

Pareto Principle and Maxwell's 3rd level of leadership

H_{o4}: The hypothesis H_{o4} was rejected at the significance level $p<.05$ and $r= .42$ which shows a medium correlation between Pareto Principle and Maxwell's levels of leadership.

Pareto Principle and Maxwell's 4th level of leadership

H_{o5} The hypothesis H_{o5} was rejected at the significance level $p<.05$ and $r= .37$ which shows a medium correlation between Pareto Principle and Maxwell's levels of leadership.

Pareto Principle and Maxwell's 5th level of leadership

H_{o6} The hypothesis H_{o6} was rejected at the significance level $p<.05$ and $r= .46$ which shows a medium correlation between Pareto Principle and Maxwell's levels of leadership.

Results and Findings

The stated six hypotheses were rejected at all the levels of leadership were positively correlated.

Discussion and Future Directions

As it was supported by literature Pareto Principle and level four were interrelated. The rejection of 5th hypothesis supported the assumption of Maxwell (2011)

> *"Every leader needs to understand the Pareto Principle in the area of people oversight and leadership". Overall 20 % people in the firm responsible for 80% of the success of the company. First, recognize your 80% producers spent 80 % "people time" on exceptional 20%* (Maxwell, 2011).

Maxwell also confessed in his wrings that, the production organization also depended on the utilization of Pareto Principle by their (Maxwell, 2016) leadership. The rejection of hypothesis affirms the supposition of Maxwell (2007)

> *"Pareto principle stipulates 80% work always done by 20% people in the organization.at every workplace 20% exceptional people then others they substantially more valuable and effective they should be a reward, equip, empower, motivated and encourage because they are producing 80 % outcome* (Maxwell, 2007).

As Pareto Principle and production level was positively correlated Chu (2009) affirm that the long-term success and production of an organization depends upon the utilization of 80/20 rules by their leadership. Richard Koch (2015) confess that Pareto Principle proposes that there are a "*few really important reasons that explain superior educational performance*" and that 80/20 approaches and methods will (Maxwell, 2015) substantiate brilliant consequences. The other hypothesis rejection may cause by contextual alterations as prescribed in literature or other variations of the study. The

future studies may be conducted to accept or reject the results of the current paper. It may also be conducted causal-comparative or in another form of research.

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Analysis of Secondary School Students' Achievements in Geometrical Part of Mathematics

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Abstract

This survey study was designed to evaluate students' achievement in Geometry part of Mathematics at the secondary level in Punjab, Pakistan. A sample of the study was 40 schools and 392 students selected by multistage sampling from Punjab including five districts. The tool of the study that was a standardized test of Geometry having 48 multiple choice test items of knowledge, comprehension and application levels according to the levels of cognitive domains from the content of geometrical part of Mathematics for class 9th taught in Punjab, Pakistan. Results indicated that students were better in rote memorization related exercises in comparison to performing comprehension and application-based tasks. The students who had achieved more than 80% marks in 9th class board examination of Mathematics attained poor marks in the standardized Geometry test. Comparative analysis of students' scores concluded that girls and urban students were best than all. Regarding the teachers' work experience this study found that teachers with experience of above 16 years working in schools could not help learners to attain better scores in the test. This study suggests improving the geometry teaching in schools and promoting use of standardized tests in Board examinations in the Mathematics.

Keywords: Mathematics, achievement, geometry learning, standardized test, secondary education.

Introduction

Mathematics introduces an assurance of knowledge and wisdom to learners. It initiates varying degree of factual and realistic skills which is related to the practical life of human beings. It is learnt specifically because of its' utilization and application in practical life. Past studies about learners' attitude towards mathematics teaching have been reviewing continuously by different researchers in different parts of the world.

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The analysis of quality of its' teaching has importance in the past researches. Therefore, mathematics is taught compulsorily and learnt attentively in different regions of the world (Boyer, 2008).

Akhter and Akhter (2018) while describing the attitude of school level students towards mathematics described that mathematics is a compulsory subject taught up to Matric in Pakistan. At the secondary level, the course of mathematics includes; numbers and operations, measurements and geometry, algebra, information handling and logical thinking and reasoning. Students admit that mathematics is valuable subject.

The course of Mathematics of secondary classes contains different portions by content and Geometry is one of them. All contents taught in mathematics have specific value and significance of Geometry in Mathematics is also not fake. Specifically, Geometry is a branch of mathematics concerned with questions of shape, the size, relative position of figures, and the properties of space. It covers a whole range of concepts which are encountered in the everyday life of human beings and has many practical applications in different fields of life. There are many professions which use geometry experts to perform their jobs (Courant, 2006).

Geometry encompasses a whole range of concepts including triangles and trigonometry, area and perimeters, lines and angles, and all other shape related problems. Studying geometry is important to develop skills such as logic, problem solving and spatial understanding. Geometry problems might also become number problems or algebra problems, so it is important to make sure children are properly prepared by using quality geometry (Wright, 2003).

Geometry is linked to the other areas of Mathematics. Children begin learning about shapes and this knowledge consistently built upon as they progress through their education. When they approach their examinations, they realize there is a lot more to circles than they originally thought about geometry. There is a thought that mathematics learning demands rote memorization. Therefore, demands a lot of practice for perfection. But, Reid (2009) asserts a view that learning activities in this subject demands high conceptual demands. Although, many are not applied in common in routine life but are utilized specifically many times.

Previous studies related to the assessment of students in the subject of mathematics indicates that Geometry teaching is much difficult than that of arithmetical procedures and simple Algebra (Duval, 1998). In spite of the virtual position of mathematics, it is unacceptable to note that the student's attainment in the geometry examinations has remained constantly weak (Salao, 1995; Amazigbo, 2000). The results from the study of Ozerem (2012) revealed that 7th class students have a number of mis apprehensions, poor contextual familiarity, intellectual and basic operation blunders at the topics related to geometry. Lateron, Ali, Bhagawati and Sarmah (2014)

explored that learning in geometry is very poor among most secondary class students. In most of the cases, students face difficulty in geometry part of their mathematics curriculum**.** Sinclair and Bruce (2015) observed that children enter school with informal conceptions about the geometry. Although, the whole Mathematics is difficult, but in comparison to other sections of mathematics, geometry is the most difficult part for school students.

Several studies have tested numerous methods of teaching geometry and found serious complications in geometry learners. Like as; imperfect understanding of the problematic and mathematical signs, constructing verifications created on direct visual basics, missing tactical information in making proofs in learning geometry etc. The responsible factors for the weak performance of students in geometry as identified by researchers include; poor primary school background in mathematics, lack of rewards for teachers, non-qualified teachers in the organizations, thinking of mathematics is complicated, large classes and emotional horror of the subject (Amazigbo, 2000) weak background of teachers in the mathematics and students' lack of interest and motivation in learning geometry due to its' difficulty, negative self-perception, conception about less relevance of Geometry in students' daily life and lack of literature on geometry teaching (Ali, Bhagawati & Sarmah, 2014).

Chiu and Xihua (2008) found a strong effect of family and positive self-conception of students on learning performance in Mathematics. In his observation, single parent children attain lower marks in the subject. But, high SES, fewer elder siblings, availability of multiple books to the students, interest in learning mathematics help students to perform well in the mathematics. Erdogon, Baloglu and Kesici (2011) state that most studies support gender differences in mathematics learning and favour men for better results in the subject in secondary classes but they found different results. Their study supported that girls were better in learning mathematics and geometry. Therefore, learning in concepts related to geometry, girls are better than boys.

By the quality assessment point of view, the attitude of students towards all components of mathematics has been studying continuously since many decades. Researchers have used a number of testing tools to explore students' strengths, weaknesses, liking and disliking in searching the ways to improve mathematics teaching. A major problem in the assessment of students' achievement is that valid and reliable tests and tools are not available to researchers in Pakistan. Therefore, assessment results are not only being criticized by users but also become useless for educators sometimes because of deficiency by producing invalid and unreliable results. A conception produced by researchers indicates that analysis of students' achievement based on standardized tests can explore weaknesses in the instructional process and assessment of teachers. Use of standardized tests that are valid and reliable to evaluate

students learning can help educators to search out the deficiencies in teaching and learning process of mathematics teaching and awarding valid grades to students.

Statement of the Problem

The present study is an attempt to search out students' learning achievement in geometry using a standardized achievement test. In this study, an achievement test having multiple choice type items was used. On the basis of data of the study, learning achievement of secondary school students from different dimensions was analyzed to conclude weak areas in teaching the geometry component of mathematics course.

Objectives of the Study

Objectives of the study were;

1. Analyze the secondary school students' learning achievement in the course of Geometry using a semi-standardized test.
2. Evaluate students' learning achievement in the geometry comparing their skills related to the learning levels.
3. Search out effect of gender, locality, teachers' experience of teaching and use of type of test by construction procedure on the examination results of students in the course of geometry.

Significance of the Study

The present study is valuable for mathematics teachers to understand deficiencies among secondary class students related to learning the geometry. Teachers can find out areas that need focus of attention while teaching geometry and planning the valid and reliable methods for assessment of students.

Research Methodology

This study was conducted following the procedure of survey method of descriptive research. Keeping in view the available resources, this study was confined to Punjab Province of Pakistan and evaluated English medium science students' achievement in geometry in the 9^{th} class only.

Population and Sampling

All students who had completed the course of the 9^{th} class were population of study. Data of study was collected during the academic session 2017 to 2018. It was examined that students studying in the 10^{th} class had completed the course of 9^{th} class. Therefore, students of 10^{th} class of different schools in Punjab province were the population of the study. At sampling stage, Multistage sampling including 40 secondary English medium schools and 392 students from five district of Punjab province namely; Lahore, Multan, Rawalpindi, Faisal Abad and Bahawalpur was done.

Tool of Research

The tool of the study was a standardized test of Geometry (that was a part of Mathematics) for the classes 9th in the English language that was already prepared by the researchers. The test had 48 multiple choice items related to the first three levels of cognitive domains according to Blooms Taxonomy. Validity of test was determined through expert opinion method. Its' reliability was in good range (0.86) with a low level of standard error of measurement (3.21).

Data Collection and Its Analysis

Data of the study was collected in examination conditions from the students of 10th class. At the day of the test, list of all students present in class was taken and ten students from each school were randomly selected. But some students (8 out of 400) denied sitting in examination because it was surprising test. Therefore, they were not pressurized. In this way, 392 students attempted the test. Participants were informed about the test on the day of test. It was ensured that all participants had completed the course of the 9th class and had promoted to the 10th class getting passing marks in Mathematics according to BISE in respective regions. For data analysis, statistical package for social sciences was used to draw the results of the study applying descriptive and inferential statistics.

Results and Interpretation

Data of this study is based on responses of 392 students. Keeping in view the objectives of the study, key results have been given in the next.

Students' learning achievement in the geometry

To search out the students' mastery on the geometry, result of students was analyzed concluding the mean, median, mode, maximum and minimum scores of students in the test and comparing scores of high, average and low achievers. Results have given in table 1 and 2.

Table 1

Summary of the achieved scores of students in the test (n= 392)

Total scores	Maximum attained score	Minimum attained Score	Range	Mean	Median	Mode
48	41 85%	13 27%	28	28 58%	28 58%	27 56%

Analysis of students' attained scores in test explains that students achieved scores between 13 (27%) to 41 (85%). The average 28 (58%) and median score is 28 (58%) that are below the cut point for B grade/ first division marks according to rules of grading the subject in board examinations in matriculation. The analysis also shows that

most frequent score attained by the students is 27 (56%) in the distribution of scores. This analysis explores that majority of students are not outstanding in performing the geometry problems. They have attained average level scores in the geometry test.

Table 2

Summary of different level groups' performance in the test

	N	Range	Minimum	Maximum	Mean	Std. Deviation
High achievers	100	10.00	31.00	41.00	34	2.24
Average group	292	18.00	13.00	31.00	25	3.92
Low achievers	100	11.00	13.00	24.00	21	2.73
	392	28.00	13.00	41.00	28	5.10

Table 2 exhibits data regarding the comparison of achieved scores by high achievers with the average group and low achievers in the test. It exhibits that in relation to the maximum score and mean score, high achievers were always best than average and low achievers. Moreover, low achievers were poor than average and high achievers in attaining maximum and mean score in the test. This indicates that the test used as tool to analyze students' achievement in the subject differentiated between different ability students.

Students' command in geometry related to learning levels

The test used in this study had test items related to knowledge, comprehension and application levels according to definition of Blooms' taxonomy of educational domains. To evaluate the teaching and learning standard in geometry, scores of students in knowledge, comprehension and application level test items were compared. Results have given in the table 3 and 4.

Table 3

Comparison of students' performance in relation to learning levels

	Total	Range	Minimum		Maximum		Mean	
Level of learning	scores	Scores	Scores	%	Scores	%	Scores	%
Knowledge (17)	17	13	3	18	16	94	10	58
Comprehension (13)	13	11	2	15	13	100	7	54
Application (18)	18	15	2	13	17	94	10	56
Total (48)	48	28	13	27	41	85	28	58

Note= Number in ( ) shows number of items in related group

Table 3 exhibits data about the descriptive statistics regarding students' attained scores. Analysis of average score of the whole group illustrates that students attained the best scores in knowledge level related items (mean= 10/17, 58%). Students showed

command on application related items on middle (mean= 10/18, 56%) and attained lowest mean scores in comprehension level related items (mean = 7/13, 54%). On the whole, it is derived that students have almost nearly equal level command on all learning levels but average students are mostly poor in the comprehension level related components.

Table 4

Comparison of high, average and low achievers in different learning level items

		n	Range	Minimum	Maximum	Mean	SD
Knowledge	High achievers	100	7.00	9.00	16.00	11.84	1.71
	Average group	192	11.00	3.00	14.00	8.21	1.99
	Low achievers	100	9.00	3.00	12.00	7.34	1.78
Comprehension	High achievers	100	7.00	6.00	13.00	9.12	1.42
	Average group	192	9.00	2.00	11.00	6.24	1.81
	Low achievers	100	8.00	2.00	10.00	5.52	1.75
Application	High achievers	100	8.00	9.00	17.00	12.79	1.44
	Average group	192	11.00	2.00	13.00	8.91	1.91
	Low achievers	100	10.00	2.00	12.00	8.01	1.79

Table 4 presents a comparison of students' scores in the test in relation to knowledge, comprehension and application related items. Results indicate that high achievers performed better in the test in comparison to the average and below average/ low achiever groups in all levels related portions of the test. Low achievers also performed poor than the average group and high achievers in all portions of the test. This also signifies that test used for the assessment of students learning in the course was suitable in evaluating students learning by discriminating best to average, average to poor and best to poor.

Effect of gender, locality and teaching experience of the teacher on learning achievement of students in geometry

Table 5

Comparison of students' scores in the test on the basis of background demographic variables

Variable	Groups	n	M	SD
Gender of student	Boys	229	27.48	5.10
	Girls	163	27.53	5.14
Locality of student	Rural	235	27.34	5.13
	Urban	157	27.73	5.09
Teaching experience of the teacher	13 or fewer years	131	27.08	5.17
	14 to 15 years	208	28.02	5.32
	16 and above	53	26.47	3.79

Table 5 exhibits that boys versus girls and rural versus urban are almost the same in geometry. But on the whole girls and urban students are minutely better than boys and rural students. On the whole, teachers with teaching experience of 14 to 15 years seem best to guide students in learning geometry. Students of most experienced teachers perform minutely low than the students of less experienced teachers in the course.

Impact of type of test by test construction procedure on the learning achievement of students

A purpose of this study was to evaluate the impact of type of test by construction procedure on the scores of students. Therefore, marks of students in whole mathematics were recorded from the school records because result in geometry separately was not announced separately by the boards of examinations. Then, marks in board examination and marks of students in the test in present study were compared. Results have given in table 6.

Table 6

Comparison of students' scores in the standardized Geometry test with their marks in mathematics in their previous board examination

Marks in Mathematics in board examination	n	Average Marks% in the *standardized test*
More than 80%	66	37%
60% to 79%	105	32%
34% to 59%	172	21%
33%	49	10%
Total	392	100

Table 6 explains a comparison of students' scores in present Geometry test to their marks of mathematics in 9th class Mathematics in board examination. It explains that 66 (17%) students who obtained 80% and above marks in their board examinations could attain only 37% marks in the Geometry test conducted in the present study. Unfortunately, remaining group 326 students (83%) could not even pass the geometry test according to the boards' passing criterion. This situation can be because of difference in the difficulty level of tests administered in the board examination and present study. This difference can also be because of the reason that students attempted non-standardized tests in board examination but in the present study, a standardized test was used. A reason behind the situation is possibility of the effect of use of a surprising test strategy too. In examinations, students do extensive practice before examinations to perform well in the examinations. But after passing a short time period, students start losing their command on the skill to solve mathematics items. This analysis explores that surprising tests and standardized tests are difficult for students than planned and teacher-made tests.

Discussion and Conclusion

The present study was conducted with the objective to evaluate students' achievement in geometry from different aspects to find out strong and weaker areas in relation to students, teachers and management of schools. In the light of the results of this study, it has concluded that students in geometry are not so good. Analysis of result of students included in sample concluded that students achieving 80% marks in board examinations could achieve 37% marks in geometry part. This concludes that students are poor in geometry. But, keeping in view the fact of characteristics of standardized and non-standardized tests, one should keep in mind that standardized tests no doubt produce valid, reliable and objective results for evaluators but are difficult for students mostly. Moreover, in examinations students do a lot of practice and focus to memorize contents before examinations. But, after passing a short period of time, they start to lose their memorization about memorized facts. So, the possibility of an effect of the time period and the use of a type of test by construction process is possible in finding poor

attainment of students in this study. Moreover, the fact in light of conclusions of previous studies (Salao, 1995; Amazigo, 2000; Ozerem, 2012; Ali, Bhagawati & Sarmah (2014) about the complexity of geometry in comparison to Arithmetical and simple Algebra concepts should also be kept in mind.

The present study, in relation to students' background characteristics like gender and locality although indicated not a big difference between boys versus girls and rural versus urban students. But a minute observation of average scores of groups in this study explored that girls and urban groups were better than boys and rural students. In relation to the effect of locality on learning achievement of students in Geometry, it is a fact that students in urban areas have better facilities in the sense of school related factors and teachers. Therefore, urban students in whole attained better than rural area students. In past, Chiu and Xihua (2008) have explored the effect of availability of a number of books, number of siblings in the family, and high SES on students' attainment in geometry. Moreover, Erdogon, Baloglu and Kesici (2011) explored that girls are better than boys in learning mathematics and geometry as well. Therefore, having a view about the general understanding regarding culture and available facilities in Pakistan, it is a fact that rural areas have a culture of more siblings but fewer facilities for good learning in schools, availability of multiple books and teachers with a high profile in relation to qualification and training in teaching geometry. Because, as soon as qualified teachers get the opportunity to get a good job in urban areas, teachers prefer to migrate towards cities to avail better facilities and more employment opportunities. So, the result regarding the effect of SES, socio culture and other factors related to socio-culture, result of this study supports the results of Chiu and Xihua (2008).

About the effect of gender, the results of this study resemble the conclusion of Erdogon, Baloglu and Kesici (2011) who found girls better in geometry than the boys. The results regarding effect of teachers' qualification on students' scores in the test indicates a negative effect of teachers' experience on students' scores in the test. This is strange because experience of teachers is considered positively related to the learning performance of teachers. This finding leads a question to search out the reason for this result. Therefore, a further study to verify authenticity of this result is needed. Moreover, if this finds true then reasons for negative effect of teachers experience on learning performance of teachers should be explored by conducting a research on large scale.

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Identifying Factors of Research Delay at Postgraduate Level

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Abstract

Research work is an essential requirement at postgraduate (MS/MPhil) level. It is observed that in Pakistan many postgraduate students remain unable to get their degree within their stipulated time. Most of them complete their degree with a certain delay; however some of them have to leave their degree unfinished. There may be different factors responsible for this delay. For the researchers it is important as well as interesting to identify those factors. Purpose of this study was to identify the factors causing delay in research work completion at postgraduate level. Sample of the study comprised 40 supervisees and 16 supervisors from four public sector universities of central Punjab, Pakistan. A semi-structured interview schedule was used to collect the respondents' perception of the factors responsible for delay in the completion of research work. These factors included three aspects, namely, supervisee related factors, supervisor related factors; and institution related factors. Data were analyzed using thematic analysis technique. The factors related to supervise involved: lack of motivation, their job related assignments and duties, post-marriage domestic responsibilities, poor language skills, and financial constraints. The factors related to supervisor included: busy schedule of the supervisors, lack of experience in supervision, lack of knowledge in the relevant field, less positive attitude towards quality research work, and inability to use modern tools of communication. The factors related to the institution (university) comprised procedural delays, non-alignment of the functioning of different administrative bodies, irrelevant rules and regulations in thesis submission process, lack of research infrastructure, and poor research culture. On the basis of the findings, it was suggested that the job holder researchers may obtain study leave from their respective departments and need to be actively engaged in research related activities for in time completion to their research projects. On the other hand, supervisors may acquire up-to-date knowledge and skills regarding research, and the use of modern tools of communication. The universities may improve the existing research

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related infrastructure and introduce measures to overcome factors causing delay therein. The study is likely to sensitize supervisees, supervisors, and the management to eliminate or, at least, reduce the factors causing delay in thesis completion at postgraduate level.

Keywords: Supervisor, supervisee, delay factors, research work, postgraduate

Introduction

Delay in the completion of dissertation at postgraduate (MS/MPhil) level is a phenomenon of common concern in the local and global research activity. There are numerous factors of delay which hinder the completion of research projects (in some cases it is halted at all). These factors may be related to supervisees, supervisors and the university management. If the stakeholders are well aware of these delay factors in research work it may help complete the research projects smoothly within stipulated time period (N. Lessing & Lessing, 2004; Phillips & Pugh, 2010).

Majority of the postgraduate researchers face several challenges in completing their research projects like domestic responsibilities (particularly for married researchers), job related assignments, lack of motivation, financial constraints etc. Supervisory practices are among the major factors of research delay. Supervision is a complex socio-psycho-academic interaction which takes place between two or more parties having converging or diverging interests. Hence, a well-balanced level of interests among them is vital for the successful and timely completion of postgraduate research work. Poor supervisee-supervisor relationship would result in poor quality of research work as well as the delay in completion. In addition to supervisee-supervisor interaction some other factors like the role of university management (Abiddin, Ismail, & Ismail, 2011) may be involved in this delay. Major responsibility of the institution is to ensure the availability and the accessibility of essential resources for creating a sustainable research culture. It is necessary to make provisions for postgraduate researchers to work in a conducive and comfortable environment (Ali, Watson, & Dhingra, 2016).

It is evident from the literature that the research students at postgraduate level have to deal with a variety of issues that directly or indirectly affect the completion time of the research work. There is a dire need to identify, and seek solution for, the factors which hinder timely accomplishment of this task. Therefore, the present study was conducted to explore the key factors of delay in research work at postgraduate level in public sector universities of the Punjab (Pakistan). Keeping in view the difference in nature of research in social and pure sciences the study was delimited to the social sciences. To achieve more focus the study was further delimited to Department of Education.

This study may help sensitise the supervisees, supervisors, and university management on the factors that hinder postgraduate research work causing delay in degree completion.

Population and Sample of the Study

The present study was descriptive in nature and the qualitative research design was considered appropriate to conduct the research. All the supervisees from the discipline of Education, who had recently completed their theses and their supervisors from the public universities of the Punjab (Pakistan), comprised the population of the study. Four universities from central part of Punjab were conveniently selected. Forty (40) supervisees (10 from each university) and 16 supervisors (four from each university) were conveniently selected, to make sample of the study.

Development of Research Tool

A semi-structured interview schedule was used as research tool for data collection. The tool was developed by the researchers themselves in several steps. The researchers of this study started with reviewing the literature (research articles, theses and relevant books) to explore other research tools related to the (themes in) present study. Afterwards, they identified themes related to the objectives of the study. Initially, sixteen themes were found. These themes were exhaustively discussed with five experts from the Department of Education, University of Sargodha for structuring and henceforth validating the research tool. In the light of the suggestions given by the experts, the researchers added four more themes along with regrouping previous themes. Finally, 13 themes were decided to be included in. The interview schedule was field tested on four respondents before going for actual study; these respondents were not included in the main data set.

Data Collection Process

The data were collected by one of the researchers personally. The researchers sought the respondents' willingness for their volunteer participation as subjects in this study. In the beginning of each interview, the participant was briefed about the nature and process of the study. After addressing their questions and concerns, and getting permission of the participants to audiotape the conversation the interview was started. By allowing participants to ask questions and voice concerns during the preliminary conversation, the researcher established a relaxed and comfortable atmosphere of trust. All questions were asked in the same order as presented in the interview schedule. During interview, the respondents were urged to share their personal experiences to highlight the research delay factors. These included: their personal experiences during research work, financial constraints, supervisee-supervisor relationship experiences and their job related issues during the research process.

Analysis of the Data

The data were analysed by employing thematic analysis technique. The researchers listened to the audio recording of the interview carefully many times and wrote down the responses of the respondents. This process was verified in its entirety by another researcher. The researchers synthesized themes out of the responses of the interviewees. The themes were arranged rank-wise in descending order on the basis of the frequency of the responses. Following themes had been included in the interview schedule and sought for in the respondents' responses.

1. Supervisee-Supervisor Working Relationship
2. Lack of motivation among supervisees
3. Cultural constraints regarding gender
4. Impact of job related assignments of supervisees
5. Post-marriage domestic/family responsibilities
6. Hurdles in data collection
7. Distance from the university
8. Financial and domestic issues
9. Workload of supervisor
10. Institution-related factors
11. Complexities of research process
12. Less competent students
13. Change of supervisor

Results

Results are presented in the following according to the themes mentioned above.

Working relationship between supervisor and the supervisee

The supervisors collectively narrated that the major delay factor in research was the improper working relationship between the supervisors and the supervisees. One of the respondents told, *"It is very important for completion of thesis that the supervisee must have good relations with the supervisor. Thus, both of them will be in an ideal position to get their job done in the finest way*".

A vast majority of the supervisees told that they enjoyed positive working relationship with their supervisors. However, some counter statements were also reported by some supervisees. For example, one of the respondents stated that, "*Although positive relationship of supervisor and supervisee is vital for successful completion of the research work yet I lack mutual understanding with my supervisor".*

Lack of motivation among supervisees

The supervisors highlighted that lack of student motivation was the fundamental factor of delay in research (dissertation) completion. Students usually lost motivation during the research work. All the supervisees affirmed that lack of

motivation created problems. After completion of course work, they felt relaxed and lost their motivation.

Cultural constraints related to gender

All of the supervisees told that the female had to face some social restrictions. They couldn't move freely with respect to both time and place. They couldn't stay till late in the evening with their supervisor; and also for data collection in the field. Counter statements were also reported; like, one respondent opined that, "*There is no problem in doing research work with the supervisor having opposite gender. I am a female researcher and I feel no issue in doing work with male supervisor in research work. It depends upon the family back ground. If a female belongs to traditional family then she faces more problems which may result in delay in the completion of research project*".

Fifteen out of sixteen supervisors stated that females had to face difficulty in traveling. Some families did not allow their daughters go outside alone. Females were bound to go out for research work with a male member of their family. Usually female researchers faced more issues as compared to their male counterparts. One of the respondents explained, *"In understanding the research material there is no gender difference but in social issues the females face more problems as compared to male students*". Another respondent stated, "*Yes, there are differences. The females show more responsible attitude than male students. They try to avoid involving in detailed discussion with their supervisors. However, they are found making cross argument most of the time. They also face certain restrictive issues in time adjustment with supervisors*". Another supervisor expressed, *"In my point of view there is no gender biasness at postgraduate level".*

Impact of job related assignments of supervisees

All of the supervisees agreed to state that research's employment was a significant factor in delay of research work. The researchers who had their jobs, had less time available for their research; and the researchers who were not doing job, could spend more time in research work. As a result they would be completing their work earlier than their counterparts. One of the respondents narrated, "*If a scholar is in service, he or she will not able to give sufficient time to their research work which will create problem. I am not doing job; so, I have completed my work within time".*

Fifteen out of sixteen supervisors stated that job related assignments were a very crucial factor that cost in research delay because jobs demanded certain responsibilities to be met; and the research was also a time taking job. However, one of the respondents viewed, *"If you are committed, then nothing affects your research work*".

Post-marriage domestic/family responsibilities

The supervisees unanimously told that it was a big deal; because married researchers had additional responsibilities. They had to face more difficulties because of their family (and children) responsibilities; for issues in social life, health, and with spouse. They were less able give proper time to their research. The respondents viewed that the supervisees, who were not married were more likely to complete their work within time.

Majority of the supervisors stated that the marital status affected the research process. Supervisees usually had no additional funding for their research. Married researchers had auxiliary responsibilities; they had to support their families, look after their children, deal with the health issues and many more. One of the respondents said, "*Yes! It can affect the pace of research work. Sometime during research, married female students leave or delay their research due to their non-supportive in-laws*". Another respondent stated, "*In my opinion to be married or unmarried is not a strong factor in research delay".*

Hurdles in data collection

Most of the supervisees told that they faced some issues in data collection. Sometime people did not respond at all. They felt hesitant to respond. Female researchers had some family issues; they were not allowed to go out of home often, and to meet the opposite gender for data collection. Sometimes it depended upon the topic and the respondents hesitated to express their views accurately on emotional, social and political issues. In data collection, traveling was also a big problem. It worsened financial capacity. One of the respondents told,*" There is no research culture in this region and it also depends upon topic".* One informant stated that there was no issue at all in data collection, if researchers were seriously committed with their research.

Fifteen out of sixteen supervisors told that students faced some issues in data collection. One respondent explained, *"It is a time taking job but I help my students in data collection because people do not respond to the research students easily. Mostly we use references to meet the respondents for data collection*". One of the respondents told that "*There are some issues in data collection because of poor research culture in Pakistan. The respondents do not respond willingly. Actually, the researcher has a misconception; they think that whenever and/or wherever I will go for data collection the respondents will free for him/her and respond him/her at the spot but the things are different*". Another respondent told that "*I think if you are committed, then no issue can affect your study*".

Distance from the University

Thirty eight out of forty supervisees stated that distance from the university had been affecting their progress during research work; this was regarded as one of the

factors of delay in research work. One respondent said, *"Yes! It is a problem. Sometimes traveling takes too much time, and the time of meeting with supervisor is affected".* Contrary to this, two respondents differed saying that distance from the university was not an issue. Another respondent expressed, "*At this stage if scholars have (mutual) understanding with their supervisor then there is no issue of distance from the university. The researchers can contact their supervisors via telephone, Skype and E- mail".*

Almost all the supervisors told that the distance from the university affected students' regularity during research work. One of the supervisors articulated that "*During course work students were regular but in research work they relaxed; due to distance they were not regular, as traveling took much of their time".* Another said, "*If a student is committed then distance does not mater".*

Financial and domestic issues

Thirty three supervisees confirmed that financial and domestic issues had been severely disturbing their research work. Domestic responsibility required time and attention but man is not a robot/machine to keep on working at a sustained pace. Seven respondents denied it; they described that they had not been facing any domestic or financial problems while completing their research work. Majority of the supervisors viewed that the financial and domestic issues of the supervisees hindered in their timely completion of research work at postgraduate level.

Workload of supervisor

Majority of the supervisees reported that workload of supervisors was the main reason of the delay in students' research work; because if a supervisor had too many research students besides other duties, they would remain unable to give justifiably proper time to individual student research projects. One respondent told, *"a supervisor has multiple tasks to perform, he bears workload but he manages the time. It is misunderstanding of the students about their supervisor. S/he is available at any time. It depends upon students that how they work and manage the time with supervisors".*

Eleven among the sixteen supervisors narrated that workload of the supervisors was also a significant factor to delay students' theses. Indeed, the supervisors are to perform a number of tasks and sometimes their business affects students work. Supervisors are also human beings; they also have to face issues (like researchers). A considerable number of the supervisors told that the supervisors had no issue to manage students. One respondent told that *"I think that the workload of supervisors is not a research delay factor. It is a student who is more concerned with their research. If they are motivated then supervisor gives more time to them*". One supervisor firmly upheld, *"No! A supervisor knows very well that how many students he can supervise so he takes the supervisees as per his convenience. So, it is not an issue".* Another one referred, *"I*

give time to my students according to their needs and it also depends upon their working speed".

Institution-related factors

Thirty four of forty supervisees detailed that they were not satisfied with the management of the department (regarding the affairs related to students' research work). According to them, there were some issues on the part of the department. For example, delay in Board of Studies meetings for the approval of student research proposals and allocating them the supervisor. One supervisee reported, *"I did my work along with all these issues. The Board of Studies did not approve my topic in first instance; then I started my work again and my supervisor was changed because of the superannuation (retirement) of the previous one".* Another supervisee reported, *"Yes! Sometimes supervisor allots the research topic without the consultation of the scholars. In this respect, the scholar takes much time in mutual understanding with his supervisor; and this causes delay in research work".* Nine out of forty respondents viewed that their department procedures did not cause delay in their research work at postgraduate level.

Large majority of supervisors maintained that there were some institutional factors which caused delay in completion of student research work. One of them claimed, "*Yes! There are some issues of AS&RB (Advance Study & Research Board) which are responsible for the delay in research topic approval".* Seven respondents were of the view that there were no departmental issues. One respondent told, *"I have no comments about the issues; it varies from department to department and institution to institution. Some institutions facilitate their students and some do not".*

Complexities of research process

Twenty five out of forty supervisees said that research work was a difficult and time taking job. One of them stated, "*It is practical work and practical work takes time".* One respondent indicated, ***"****It sounds difficult because the research culture has not been developed enough in Pakistan and students usually do not know ABC of research before postgraduate level".* Fifteen respondents pointed out that it was not a difficult work; as they previously had an experience of doing thesis at their master level; so they did not consider it very difficult. One of those who had no experience of research work at all, specified, *"I did not have any concept of research before MPhil but I showed interest in research and I learnt things rapidly".* Another supervisee confirmed, *"In the beginning, it takes time to understand research but if you manage regular meetings with your supervisor you will be able to do your work within the specified period of time".* Almost all of the supervisors were of the view that the research work was complex, especially, for those supervisees who were taking theses for the first time.

Less competent students

The supervisors were doubtful about supervisees' competence level. However, they unanimously agreed to state that most of the students were not well acquainted with the research work at postgraduate level. They believed that the students did not have clear understanding of the research process; and the supervisors faced difficulty in developing research propensity among them. They said that the research work was a full time job but students took it too easy. That was why at a specific time after course work, they started feeling anxiety and lost their interest in it which eventually caused the delay. Supervisors observed that the students were not clear about the methodology of research. One supervisor shared his observation, "*In the beginning, students think that supervisor is a person who writes their thesis like course notes. They are unable to understand the role of supervisor; that he is like a guide and mentor. They expect that supervisor should select the topic, make the synopsis, make the research tool and analyse the data etc.*" Another supervisor argued, *"Students believe in spoon feeding and they are unclear in their concept about research work".* One more respondent stated, "*Most of the students lack in research understanding but gradually the supervisors help them to overcome the issue*". Likewise, another respondent was of the view, "*The students take the research as an academic (course work) study. They are habitual of last night preparation of exams so they think that research is like getting an academic degree*".

Change of supervisor

Both supervisees and supervisors viewed that the change of supervisor had been an immensely embarrassing issue for both supervisors and supervisees. When it happened to be, it psychologically affected both supervisor and supervisee. The mutual understanding between the supervisor and the supervisee had been perceived vital for smooth functioning of the research process. The change of supervisor consequently resulted in severe delay in research work of postgraduate students. Both the supervisor and the supervisee, under time limit stress found it difficult to develop a good mutual understanding with each other. It caused ultimately added massive delay in the completion of student research project.

Discussion

Present study intended to explore the factors causing delay in student research work at postgraduate level in the public sector universities of the Punjab (Pakistan). This was done by surveying the perceptions of supervisees (who had recently completed and defended their research work) and supervisors on the delay in completion of student research work within stipulated time. The data revealed that the supervisors and supervisees highlighted same (gravity of) factors considered to be responsible (through the literature) for the delay in student research work at postgraduate level. These factors include 'supervisor-supervisee relationship', 'lack (or

loss) of motivation of supervisees', job related assignments of supervisees', 'post-marriage domestic/family engagements of supervisees', 'financial issues of supervisees', 'supervisees' distance from the university', 'workload of supervisors', 'cultural constraints regarding gender', 'hurdles in data collection', 'institution-related factors', 'complexities of research process', 'less competent students' and 'change of supervisor'. In support of above mentioned factors, Ngozi and Kayode (2014) stated that research process was a time taking task; therefore, most of the students could not complete their postgraduate thesis with in their required duration. They further emphasised that the delay in thesis writing process was mostly from the student's side, as it was evidenced in the present case; and poor skills in research, pitiable writing abilities, less resources and less tendency about research among students were considered as the major sources of it.

As this research had discovered, many researchers had revealed that good relationship between supervisees and supervisors resulted in successful and timely completion of student research work (Abiddin et al., 2011; Bennett, Mohr, BrintzenhofeSzoc, & Saks, 2008; Boucher & Smyth, 2004; Ismail, Abiddin, & Hassan, 2011; Kron & Yerushalmi, 2000; Lange & Baillie, 2008; Miehls, Everett, Segal, & du Bois, 2013). As per opinion of some researchers (Atieno Okech & Rubel, 2007; Kiley, 2011), the cause of non-completion rate of thesis is lack of supervisory training. It was suggested that the gap between low completion rate of research work and high completion rate of research work can be minimized through conducting workshops, seminars and trainings; some other remedial measures such as allocating co-supervisors, had been proposed. Baum (2010) stated that addition of co-supervisors would also be very fruitful to complete research work of the students in time. According to the opinion of a number of researchers (Harwood & Petrić, 2016; A. Lessing & Schulze, 2003; Li & Seale, 2007; Soheilian, Inman, Klinger, Isenberg, & Kulp, 2014), supervisors had positive attitude towards supervisees and they were very willing to supervise students in their research work; they also managed their time for the students. But at the same time the supervisors did rightly expect some valuable work from the students; and when students did not fulfil the expectations of their supervisor, then the supervisor justifiably would show dissatisfaction upon their work; but this eventually which lead to demotivation of the students; and this might cause delay in research work. So, students should try their level best to come to the expectations of their supervisor. Another important factor identified by Crall (2011) was the unethical behaviour of the supervisors with their supervisee which would also be triggering the delay in research work through demotivating the students. So, supervisor must be ethically trained and would remain always highly vigilant to culminate a healthy research culture at the universities.

Conclusion

This study among many factors emphasized heavily upon the positive working relationship between supervisee and supervisor. In the work of multitude of researchers over the globe this had been found indispensable for timely completion of research work. Any problem in this relationship would be yielding in the delayed completion of student research work. This factor had been ranked as top factor by both the supervisors and supervisees in present study. Lack of motivation of supervisees was ranked as second factor of delay in research work. Job of supervisees was ranked third among the factors that of delay in research work. Post-marriage domestic/family responsibilities of the supervisees were another prominent factor of delay in research work. Financial and domestic issues of the supervisees were also believed to cause delay in research work, as per opinion of both supervisors and supervisees. Supervisees' residential distance from the universities correspondingly caused a delay in research work. Supervisees viewed that the workload of supervisors would be resulting in the delayed research work. Procedural delay on the part of institutional management & administration was also noted one of the important factors of delay in research work. Lack of student competence and varied innate complexities in the research process were found to cause the delay in completion of student thesis at postgraduate level.

On the basis of these findings, it was suggested that the job holder researchers should obtain study leave from their respective departments and get themselves actively engaged in their research projects for in time completion of their degree. On the other hand, supervisors may acquire up-to-date knowledge and skills regarding research and the supervision; in addition, they should be well aware of the use of modern tools of communication. The universities should improve the existing infrastructure, particularly related to the research supervision; and should introduce measures at institutional level to overcome the factors causing delay therein. The study is likely to sensitize supervisees, supervisors, and the university management/administration to eliminate or, at least, reduce the (gravity of) factors causing delay in thesis completion at postgraduate level.

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Examining Deans' Perceptions: Roles and Challenges in University Governance

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Abstract

This study focuses on the experiences of deans at two selected public universities in Pakistan with regard to their roles in the governance process. The study is limited to the deans' perceptions pertaining to their involvement in university matters in terms of the main decisions about their respective faculties. This study tends to explore the situation and the intense study exposes how the individuals (deans) are experiencing their world how they make the sense of their lives, processes the meaning making and describe as they interpret which they feel. Qualitative data was collected from two selected public universities in Pakistan. The main technique for data collection was semi-structured interviews. Deans defined their roles as very limited without any authority. Deans showed reservations pertaining to their role in governance practices. Consequently, deans are not satisfied with the general working conditions and likewise the process of centralized governance they identified.

Keywords: Universities, Governance, Roles, Powers, Deans

Introduction

Universities are specific spots having functions, roles and cultures which incorporate and accommodate ideas and values involving various governance structures; (Middlehurst, 2004; Aziz, Bloom et al. 2014). As an organization, universities consist of different governing bodies to carry out the work in different spheres in a joint effort to support the general cause, which is supposed to advance the cause of the university. Hence, the university governance system must be designed to demarcate the status of different officials to collaborate in steering the universities on the right track directed towards a set of common goals (De Boer, 2002; Shattock, 2006). Different names have been adopted by chief academic officers. Every separate body is part and parcel of the entire process that promotes the cause of the university to its ultimate goal. Academic vice chancellor, provost, dean of academic affairs, and dean are some of those labels (Sensing, 2003).

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Deans are commonly referred to as 'senior officers' of the university and participate as members of executive standing committees reporting to the board on matters of program and academic planning and implementation, but do not typically appear on the executive team (Boyko & Jones, 2010). The dean's position is very important from a governance point of view but there is a vacuum regarding the dean's status as such. They are described as the unsung professionals of the academy – unsung because their contributions to the academic enterprise are rarely recognized (Rosser, 2004; De Boer & Goedegebuure, 2009).

This study collects the views of different deans in two selected public universities in Pakistan. Higher Education Commission of Pakistani (HEC) has categorized the universities as "medical universities", engineering universities, agricultural universities etc: those universities which offer general courses are called "general universities". On the basis of their uniqueness two public universities of Pakistan have been chosen for the conduct of this research. One is "general university" and other "medical university" who have demarked the position of a dean in the network of a university. This study ventures to offer substantial matter for the prospective output of the university. As such, this qualitative research is not intended the data collection across all the public universities because this case study is not intended to generalize the findings. However, the perceptions of deans in the governance process has been specifically studied, the areas explored including the dean's position, role, responsibilities, and the power sharing of the deans.

This study employs a role theory that encompasses the most important features of social life, characteristic patterns or role. Role theory explains role by presuming that persons being members of society expect for their own behaviors and that of others (Biddle, 1986). Lusk (1997) examines human conduct at a relatively complex level. Fundamentally, role theory's proposition is based on behaviors within contexts (roles) in association with the persons sharing a common identity (in position) and comprehending their role (by expectations) that are communicated to a person in a given organization (Montez, et al., 2003; Kretek et al., 2013).

Role is behavior on the part of those who occupy a position and act according to the agreed rules (Schriver, 1995). Positions are sets of rights and duties designated by a single term (Lusk, 1997). The actions of persons are based on their positions and comprise the role. Validation of occupancy of the positions through actions by the persons is defined as roles (Sarbin, 1954, p. 224).

Thus, the roles concern the position one occupies, not the person who temporarily occupies the position. Roles specify who does what, when and where. It surely results in ambiguity if information about the responsibilities of a job is inadequate, unavailable or contradictory. As such, role ambiguity decreases

productivity because it would not result in targeted attempts on the part of those who occupy the position (; Kahn et al., 1964; Lusk, 1997; Montez, et al., 2003).

Literature Review

The literature suggests that a dean has to play a multifaceted role such as hiring faculty with the cooperation and coordination of top management and obtain resources for the faculty from the administration. Hence he has multitasking to achieve. This has been rightly pointed out by Gmelch (2003),

> Administrators want a dean who can build and manage a faculty. Faculty wants a dean who can gain resources from the administration. This is one of the clearest examples of conflict inherent in the dean's role.

Not only this but deans incentives are less and work demands are high this has affected their satisfaction and commitment to their role. This has been confirmed by the writers such as (Applegate, & Book, 1989; Meek, 2010) they elaborate that historically, deans seem to have experienced a change – the post of academic chief has been replaced by the post of executive chief and there has been considerable expansion of the management responsibilities resulting from placing more emphasis on extramural funding, personal decision making and relations with alumni. It appears that the image of a dean being a quiet, intellectual leader has been overtaken by the vision of a dean who is politically perceptive and economically oriented. These changes in the role of Deans have markedly affected the working environment.

Furthermore, deans have been perceived as ceremonial leaders their roles have been reduced to presiding research degree seminars and solving problems that occur day to day in his/her jurisdication. This idea is substantiated by Tucker and Bryan (1991) who state that the dean has been viewed as a dove of peace, a solicitor, and a mediator among the contending groups that cause harmful confusion in the university. His role is that of a dragon, containing internal and external forces that pose a threat and even a diplomat who is out to guide, inspire and encourage people who are concerned with the university's work. Deans serve two masters at a time. They are supposed to balance the senior administrators as well as faculty which they head and join both as bridge (Rosser et al., 2003). They have too many jobs off and on they are called upon to solve intricate problems (Tucker & Bryan, 1991) along with discharging duties as academic heads of faculties. They have dual duty to play middle man between faculty and administration like vice chancellor, registrar etc. but this office faces role conflict and ambiguity (Booth, 1982; Carvalho & Santiago, 2010).

Correspondingly, today's dean is under extreme attack and out of balance. At times, deans play double roles, such as promoting university vocations to the faculty, and simultaneously defending faculty values before the university administration. This makes ambiguous situation that how a dean apprehends the impact of influence which

he applies communicating with others while at work with them (Gmelch, 2003). Generally, deans occupy their office without comprehending the ambiguity and complexity of their role (Gmelch, 2000). In this way, Edward Lawler, a scholar of organizational effectiveness, sees most deans as failing (Wolverton, Wolverton et al. 1999; Gmelch et al., 1999b).

The insights gained from the literature suggest that deans' roles are complicated as well as benign. They serve as a bridge between conflicting zones and build capacity of various departments. Hence their role should be perceived more as a problem shooter rather than a ceremonial head.

Methodology

This study opts to conduct qualitative research to explore the real situation experienced by the deans. The case study approach is chosen for this study because case study provides a detailed understanding of a particular issue (Lichtman, 2010). This study intends to explore the situation and the intense study exposes how the individuals (deans) are experiencing their world, how they make sense of their lives, process meaning making, and describes how they interpret what they feel. It aims to examine the perception of deans about their role in governance practices in two selected public universities in Pakistan.

The selection of cases

This qualitative research does not undertake data collection across all public universities because this case study is not intended to generalize the findings. The goal of most qualitative studies is not to generalize but rather to provide a rich, contextualized understanding of some aspect of human experience through the intensive study of particular cases (Polit & Beck, 2010). In the case study approach, generalizability may be a problem, yet the study may provide the capacity to similar group members to identify problems and the possibility to expedite on their own to solve the same problem (Bell, 2001). This research study has chosen two public universities in Pakistan.

Sampling framework

The primary purpose of sampling for a qualitative researcher is to collect specific cases, events, or actions that can clarify or deepen the researchers understanding about the phenomenon under study (Ishak & Bakar, 2014). This research aims to investigate, discover, understand and gain insight about the governing issues faced by the deans of different faculties therefore small group of deans has been selected. Nine deans from two selected public universities were chosen to participate in this study. They were labelled UA (University A), UB (University B) for confidentiality, while the respondents were labeled Aca with numbers 1,2,3….

Data collection procedure

This study has employed to utilize the semi-structured questions so the interviewer could be comfortable to express his/her views about the point in discussion and take considerable time to fully elaborate and offer comments about the questions that are thought of importance to governance and well suited for phenomenon which needs in-depth investigation (Glesne, 1999; Jones, 2002).

Through semi-structured interview the researcher takes maximum benefit to respond the situation at hand grasping worldview of the interviewee as well as get new ideas to that effect (Merriam, 2009). In this research, the researcher has administered exhaustive in depth interviews and inquired by semi structured interview questions to gather proper information from the deans.

Findings of the study

Dealing with Differences of Understanding of Roles

Perceptions of the dean's role vary widely. Often these conflicting perceptions create double-bind dilemmas that are difficult for deans to resolve (Bowker, 1982). The analysis of qualitative data revealed great confusion regarding the dean's position and indicates variations in understanding. There is ambiguity of roles in governance practices.

The deans are perplexed regarding their roles, feeling that they can play a constructive and important role for effective and efficient governance processes but they have been given no clear picture of their roles. University performance can be enhanced a great deal if the position of dean is clearly defined because there is a great rationale of the significance of the dean's role in governance as they are hired on the basis of their scholastic aptitude and educational achievements. Contrarily, deans lamented that even today they think

> …as still deans' position is most misunderstood who are the heads of faculties and among main stakeholders. That's the reason most deans fail to perform their roles and duties effectively. What happens the things are not very clear, so everyone is working on assumptions and authority can manipulate as they like to. Even in university constitution it is said dean is an academic head, which is very general, therefore we face problems. I would say it is just things are going on (UA, Aca: 3).

The response above manifests frustration on the part of deans. This frustration can be addressed by clearly describing roles of and responsibilities and level authority. By doing so, the level of satisfaction may increase which in turn may prove job commitment on the part of the deans. Yet other dean expressed similar grievance in the following manner.

> Even today, I think what is my role? Only I can say as a dean I feel it is administrative, as well as academic responsibilities, to operate the functions of my faculty. I can say I have to run its operational system and coordinate between the different offices of my university like vice chancellor office, registrar office, finance office, admission office, and controller office. It means coordinate between five departments to function smoothly academic as well as administrative. So, I have to perform such duties as dean. It is not mentioned to any paper but we have just learnt by experience. (UA, Aca: 1).

The response show that the deans are performing their duties on mere assumption rather on a properly chalked out directions. This may lead to further confusion. The confusion needs to be addressed because the dean is the main component of the university governance on whom the whole building of academic process is based. In university B, Aca 3, mentioned that the four deans of this university are the main pillars, which is verbally admitted by administration, decide the academic duties and they may even guide the vice chancellor and advice on all the subjects or on something for effective governance. The vice chancellor always proclaims that he seeks the dean's opinion while taking some decisions, even in non-academic matters. But this is a verbal claim. In reality, it is contrary to the facts. Deans have only a nominal role to play in the governance process.

> I think my job otherwise is a combination of as academic head as well as administrator because if we call dean only academic head then I only look after academic matters. But my role is different because the nature of my faculty is different than other faculties because in other faculties each department has its own programs. But here in my faculty we have integrated degrees of different departments and in some departments we don't have professor or associate professor. So, I work as a chairman too with other senior faculty member (UA, Aca: 6).

The above response shows the dean plays an ambidextrous role in dealing with matters happening around him/her along with the academic responsibilities. The following response further illustrates the central role played by the deans in any university.

> Similarly, dean is the main part of the university actually and we think that deans are the main constituent on whom the whole academic process runs, like we are the four deans of this university. They are the main components who have to decide the academic duties and even they guide the vice chancellor and advice to all the subjects or something for good governance. Definitely vice chancellor asks deans' opinion while taking some decisions, even in non-academic decisions, and then it is not like that. (UB, Aca: 3).

The response further elaborates the central role played by the deans in any university.

Academic Head of Faculty

The office of dean is regarded as middle management but this office remains ineffective to perform the role as such. It is too hard to serve two masters – the senior management and the faculty – and to balance both (Mignot-Gerard, 2003; Matczynski et al., 1989; Rosser et al., 2003). The deans have reservations that a multifarious role for deans results when it is not formalized. The academic leaders (deans) assume that roles and authority are based on hypothesis rather than on a factual position. Deans argued that their role as a dean is no more than looking after classes – whether they are being conducted well and on time, the conduct of exams and responsibility to ensure that results are sent on time to the concerned departments. They have to arrange meetings with heads of the departments in this respect. They have also to teach because they say that deans, being faculty members, are promoted to the deanship, so their job is more as an academic head with limited venture. They are monitoring faculty affairs, especially the teaching process. In a nutshell, they have only to satisfy the administration that the faculty is working well. This practice prevails in all faculties. The following responses demonstrate that faculty members rely on deans to entreaty their matters but in real the situation is contrary to it.

> My faculty always expects a lot from me to plea their cases but we have very different system. It is only somehow in his/her faculty, not in university as a whole, I have major role to play. University is a high body. In faculty, dean has role to play with chairpersons to solve their problems and to look after teaching matters, but in university we don't have role to play, especially in administrative matters or decisions. We just have to coordinate and cooperate with chairmen and faculty and communicate between administration and faculty. What we as deans have to do is determined by the administration. If we need to take any initiative, even regarding the course content, we are not given full place to bring need-oriented change in it. For that we have to go academic council, which chaired by vice chancellor and pro-vice chancellors. (UB, Aca: 1)

> Or I think I am just looking after classes – either they are being conducted well on time, exams and responsibility to ensure that results are sent on time to concerned departments. I have to arrange meetings with head of the departments in this respect. I have to teach because we deans are faculty members who take responsibilities of deanship so my job is more an academic head. It looks me I have limited venture i.e supervising faculty affairs, specially teaching process. I have to satisfy the administration that faculty is working well. This is the practice that all we deans are doing, which is

> sometimes very demanding when sometimes we can't come to the expectations of our faculty members. (UA, Aca: 4)

Whereas, deans think that as heads of faculty they have a unique role and position, they juggle multiple roles and a myriad of expectations from diverse constituents (Gallos, 2002). Being chief executive officer with multidisciplinary academic programs (Sarros et al., 1998; Gmelch et al., 1999a), they can perform a key leadership role in their faculties. Their role is critical to successful faculty functioning, as they play a potential role maximizing personal as well as collective roles.

> But being heads and responsible of faculties but it is just sometimes petty issues. Like if anything during exams or any issue of faculty members or students, deans can resolve with the consent of the directors. For instance, regarding the fees concession, semester courses or outline, so these issues can resolve whereas the major issues, like planning, regarding the exam policy, financial matters, semester policy etc., are decided and taken by vice chancellor, whereas deans' participation in decision making is kind of allowing the academicians to participate in the academic decision making. (UA, Adm: 3).

> Therefore, sometimes my job is very stressful. We can't do anything or to take any decision by own. My job is very demanding between having expectation of faculty and on the other side administration, but all time I am working as paper work. I only put up a note and forward it to registrar office so I am only forwarding body, or somewhere clerk or superintendent post. I only put up all things. This is not deanship role, its nowhere in the world. (UB, Aca: 2).

The dean is expected to secure the needed resources for faculty members in order to maximize their personal and collective potential, to play the role of coalition builder, negotiator, and facilitator. Their work is exciting and endless, yet the dean is unable to play this role because of having no access to expedite matters independently. UB, Aca: 2 grieved that it may be said that the dean is an academic head and leader but, in reality, his role has been made vague. He has been dragged into administrative conflicts, has to succumb to political pressures, and has to face bad governance issues.

Faculty Affairs

Deans are supposed to determine the educational policies, chalk out the syllabus, research projects and conduct seminars, as well as some other things related to their faculty. Again, they act in the capacity of, particularly, the board of the faculty and the head of the scrutiny committee, and have to look after the work of chairpersons of different departments, and have to attend the selection board, but they have to do all such activities as and when they are asked to. The formal meetings that they attend are just routine work, which hardly brings any constructive change in their faculty because,

when decisions are taken, they are not consulted. So, in all, they only oversee and correspond.

The deans are the chairmen of the board of faculty within their faculties, and may organize the meetings of the board of faculty with chairmen from the departments if there are any changes to or introduction of a new curriculum. These come to the board of the faculty, from there it goes to the academic council. In the academic council, which is chaired by the vice chancellor, they have recently added seven pro-vice chancellors of different campuses, and they too preside with the vice chancellor, but the final decision goes to the vice chancellor. In this situation, the dean must defend the introduction of new courses and explain why they are needed. In this way, they represent all their faculty cases there. The decisions are always taken by the 'high ups'.

It was found in both public universities that normally deans supervise all the departments of their domain that come under their faculties, oversee whether the chairmen are working properly or not, and ensure that all academic and research activities in their faculties are being conducted satisfactorily. If they find something wrong somewhere, they mediate and discuss and guide the chairmen. They also recommend the creation of posts on the recommendations of chairmen and do further recommendations to support their proposals as per the rules. If in any department there is no professor or associate professor, then the dean must look after that department, with the assistance of the most senior teacher of the department.

> Normally I supervise all the departments of my domain which comes under my faculty and look that chairmen are working properly or not and ensure all academic and research activities in my faculty working satisfactory. If I find something wrong somewhere I interfere and discuss and guide chairmen. I also recommend the creation of posts on the recommendations of chairmen and do further recommendations to support their proposals logically. If in any department there is no professor or associate professor then according to university constitution dean has to look after with the assistance of the most senior teacher of the department. (UA, Aca: 3)

If any issue arises that needs to be resolved, they call meetings of chairpersons and heads of the departments and communicate the decisions that are taken by the authority. The problems of departments, problems of faculty members or students or academic and research activities carried out in faculty come under discussion and, if they have any issues, they share their problems with administration because the deans do not have any authority, except only to communicate.

Role in Decision-making Process

The deans emphasized that the university as an organization is a whole unit. Every organ works to the extent of its extent in the organization. Logically, the stakeholders need full access to do their job freely so that their optimum role can be obtained in the

governance process, which will obviously enhance the output, provide homogeneous and prospective performance and uplift the standard of the institution.

Decision making is a crucial matter that shapes the future of institutions. For instance, the deans portrayed how participation in leadership shapes the entire system and culture of the institution. Although the dean is supposed to be involved in the process, they regretted that in public universities in Pakistan the dean is not playing a bridging role between faculty and administration. They do not have linkages, rather they are just kept confined to their faculties. They are in no way part of the decision-making process.

Correspondingly, by comparing to other countries in America and Europe and the universities they have visited there, the deans expressed that they have seen an entirely different system there. Deans are more powerful: they watch, examine, and govern their faculties on their own. The vice chancellor is president of all internal stakeholders, including administration, deans, board, and faculty, and all are considered a fundamental part of the decision-making process. While considering the system of Pakistan, especially public universities, they find a completely different culture. Here the things are quite controlled, decisions are not taken jointly taking all stakeholders on board that is not like the practice here. Deans find their role very paltry.

> Dean does not have any role in governance process, like to select a chairperson in certain departments. So, we just send three nominations to vice chancellor for the selection of chairperson for my faculty but it happens otherwise. Dean is not considered any way. I, as dean, have reservations regarding my role and powers. Sometimes we are very much isolated from decisions. In fact, the lack of the power to accomplish many of these delegated or assumed duties. This perception may in inherent in the role itself. (UA, Aca: 5)

Expressing their reservations, deans said that they do not have any decisive role in the governance process, for example, if they need to select a chairperson in a certain department. They are supposed to send three nominations to the vice chancellor for the selection of a chairperson for their faculty. But to their dismay, things happens otherwise. They do not deem it fit even to ask the dean which person is more competent. Regarding their role in governance, they say there is no system of decentralization. They are limited to faculty routine work, with no role or part to take in policy matters. Deans are very much isolated from decisions.

Discussion

The findings of this study illustrate that deans regrets that unlike all other administrative position dean's role becomes ineffective due to unclear definition of its position. The dean is expected to secure the needed resources for faculty members in order to maximize their personal and collective potential to play the role of coalition

builder, negotiator, and facilitator as their work is exciting and endless. Despite the fact that a dean is coalition builder, negotiator and facilitator, but he is sideline so much so that he is unable to play potential role even he has no access to the requisite resources (Gallos, 2002; Rosser et al., 2003).

Additionally, Rosser (2004); De Boer & Goedegebuure (2009) also support the findings of this study observation as they described deans as a professional with no status almost unadmired the unsung professionals of the academy, unsung because their contributions to the academic enterprise are not adequately recognized. Though, they play dual role at a time they promote the cause of university vocation to the faculty simultaneously, defend the faculty values before university administration (Gmelch, 2003).

Further, findings show that deans look dissatisfied and regretful with their roles and duties in governance practices in public universities in Pakistan and have lots of reservations they just remain engaged in petty matters and their time and attention is devoted only towards prolonged and futile letters and documents to forward. However, deans are traditionally under pressure like involvement in development particularly as academic setter as well as liaison between the faculty professors and the administration. In this capacity of a joining force it is needed to review the role and power status of deans considering that they have utmost academic as well as administrative authority both in the faculty and administration (Neumann & Neumann, 1983; Mercer, 1997).

Additionally, deans demanded that in the capacity of a dean they should have the right to suggest guidelines and they should be policy makers of their faculties but it is not like that. Their only job is to work just as watchman otherwise if they are allowed their active interaction and timely communication it would surely help the faculty members to do the tasks successfully. Whereas, at present they are limited to class and exam conduct they have to follow the instruction issued from the administration. They have least chance for innovation as such. If given proper place to work they can do much more to furnish their faculties with recent awareness. But here the dean has a simple target to complete the course content within stipulated period of time. This is the status of deanship they are made to exercise that leave a feeling that it is wastage of time and energy in petty traditional things.

Conclusion

As leaders of faculties, no doubt deans provide a strong connection between two paradigms, i.e. administration and faculty, and are always trying to balance them and trying to connect them, but they encounter many tight positions. Being leaders of faculties, they have no power to decide their own respective faculties' matters, although the first decision maker should be the dean.

Deans appear dissatisfied and regretful with their roles and duties in governance practices in both selected public universities in Pakistan and have lots of reservations. Deans regrets that unlike all other administrative positions, the dean's role becomes ineffective due to the unclear definition of the position. The dean is expected to secure the needed resources for faculty members in order to maximize their personal and collective potential, to play the role of coalition builder, negotiator, and facilitator, as their work is exciting and endless. Despite the fact that a dean is coalition builder, negotiator and facilitator, he is sidelined, so much so that he is unable to play a potential role and doesn't even have access to the requisite resources (Booth, 1982; Matczynski et al., 1989; Gallos, 2002; Rosser et al., 2003). Another problem is that deans occupy their office without comprehending their job obligations due to the complexity of their role, which has given them a low profile in the setup (Gmelch, 2000; Boffo et al., 2008).

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Teaching Literature in 21st Century Pakistan

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Abstract

The methodology through which literature is being taught poses significant impact on the young mind. This paper aims at studying pedagogical ways and means of teaching literature in Pakistan and attempts to explore the useful and pedagogically beneficial way of teaching literature. In the current scenario, it is necessary more than ever to see what impact teaching of literature is making on the young minds in the context of different ideologies being propagated through literature. Pakistan is a postcolonial state with the legacy of post-colonialism and is passing through the most critical period of its socio-political history where teaching of literature needs to be re-evaluated and re-adjusted for harnessing maximum benefit of teaching literature. The study discusses teaching of literature under the lens of teaching methodology provided by Freire, which stresses that teaching is done to liberate the minds of the young instead of simply making them banks, it may provide a better world view to our students to be more adjustable in the world community instead of getting alienated. The study suggests the need of change impinging on the shift from banking to liberating concept of teaching to help produce liberated minds to make our society more tolerant and a better fit in the comity of civilized nations.

Keywords: Literature, Banking, Liberating, Fluid Times, world View, post-colonialism

Introduction

In the current postcolonial, postmodern and post 9/11 world, the teaching of literature has assumed a new multidimensional role in making up the minds of the individuals, especially in the countries like Pakistan, that have taken much of the effect of the aftermaths of the above said "posts". The current scenario suggests that teaching in literature needs to be effective to reap benefits of literature. Jose and Galang (2015), while discussing the role of teachers in teaching literature, suggest that they always need to develop ever new strategies to make their teaching (Jose & Glang, 2015).

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Since the postcolonial scenario, literature has been used as a tool to establish and extend a more hegemonic control over the minds of the people through teaching their culture and religion and later on attempts have been made to use literature to voice the opinion of the oppressed and the weak; and in the recent times, literature is used to develop discourses and counter discourses by a particular class to work on the known or unknown agenda of various interests. When teaching of literature is seen in this context, it becomes even more necessary to revisit and revise the strategies being utilized in teaching literature. "Effective teaching does not only involve the utilization of tools, techniques, and strategies but also the comprehension of meanings specifically on how students learn, process information, motivates themselves, and the things which hinders learning" (Jose & Galang, 2015, p. 42)

Almost every nation aims at influencing the minds of the young through teaching literature at the university level. It is because teaching of literature, classical as well as modern, to the young student is exposed to a healthy and positive debate about the socio-cultural aspects of society. Chambers and Gregory (2006) attempted to explore the kind of connection between the teaching of literature and the society and suggested that this "connection students can make with literary works that contribute to their overall education, to the development of their minds and knowledge" (p. 11). Elaine Showalter, on the other hand, says that when English literature became a course of study at University College London in the 1820s, its purpose was to moralize, civilize, and humanize. In the United States, after the Civil War, literature was viewed as a repository of moral and spiritual values, bestowing a sense too of a national culture and heritage (Showalter, 2003). Similarly, Chambers & Gregory are of the opinion that now teaching of literature should be "such as 'do seminars, not lectures' or 'do workshops, not seminars', but to discuss a 'global' approach designed to help teachers help students think more deeply than they might about the possible uses and value of literary study" (Chambers & Gregory, 2006, p. 11). In Pakistan, as well, similar aims and objectives of literature prevail. But this aim cannot be achieved unless teaching methodology is appropriately designed for the inculcation of such aims. Işıklı and Tarakçıoğlu suggest that among the problems in EFL literature teaching - low motivation, lack of confidence, inadequate teaching methods, exam stress, under-qualified teachers, insufficient in-service training - students‟ proficiency levels have been always standing out as the most critical reasons for poor performance of teaching literature (Işıklı and Tarakçıoğlu, 2017). With the passage of time, reasons expressed by Işıklı and Tarakçıoğlu,have caused a gradual downfall in the development of critical thinking and freedom of debate on literature in Pakistan. Moreover, the choice of materials and course content was done by the British during their colonial rule and very few revisions have taken place. This problematizes the situation because the British choices were based on their motives of strengthening their rule. It is, therefore, very

pertinent to debate and expose the reality working behind the whole scenario which hinges on the failure of literature to bring a positive change in the minds of the youth.

Research Questions

Following questions are addressed in this paper:

1. Why does the teaching of literature not result in the improvement of critical thinking process of students in Pakistani Universities?
2. How can teaching of English literature be used to promote liberal world view and critical thinking?

Methodology

This study is focused on critical evaluation of teaching literature in Pakistani universities. The researchers have endeavoured to raise and answer the question as to why teaching of literature does not result in the improvement of students' critical thinking process at Pakistani universities. For this purpose, an analytic approach was adopted. Relevant published literature, including research papers, reports, documents etc., was surveyed and analyzed to arrive at the results. The insight extracted from these relevant materials have been employed to critically evaluate and to analyze the strategies of teaching and the choice of material in the class and an attempt is made to explore the reasons as to why teaching of literature in Pakistan has not been fully harnessed to bring a socio-cultural change through its effective teaching.

Rationale of the Study

It is observed that literature is one of those forces which may be used to serve the humanity better as compared to many other political discourses and if literature loses its efficacy and utility in creating harmony among the people in Pakistan and outside Pakistan, it is feared that as a subject English literature may lose its significance very soon resulting in deprivation of humanity of a powerful humanizing and civilizing source. The critics and theorists have been debating postcolonial, postmodern, and post 9/11 developments in literature and have been developing discourses to shape and reshape the identities of people who encounter each other because of migration and world mobilization of capital as a result of globalization. Very little attention has been paid to the outcomes teaching and learning literature in the class room and especially no attention has been paid to the selection of contents of literature to achieve the desired results in the age of the above said political and cultural changes in the world. This is even more specifically complex in case of countries like Pakistan where the contents are selected by following the traditions and selections of the developed world, without realizing the needs of Pakistani society and the issues it needs to grapple with. So, it is important to initiate the debate on efficacy of teaching English literature and the role of the scholar/ teacher in this regard in Pakistan.

Literature Review

Raja (2008) points out while establishing relationship between the course content and the way it is taught that "only a deeply radical pedagogy can attempt to transform our students' received knowledge into a sort of global politics of care" (Raja, 2008, p.33). Teaching is an art which if accomplished truly develops critical thinking, for which socio-cultural approach of teaching is more effective as compared to the Transmission theory because "teaching should take place through questioning, but also because there is room for feeling" (Dickfors, 2015, p. 6). Same is the case with Paulo Freire, who suggests in his book *Pedagogy of the Oppressed* (1970),

> "Problem-posing education, as a humanist and liberating praxis, posits as fundamental that the people subjected to domination must fight for their emancipation. To that end, it enables teachers and students to become subjects of the educational process by overcoming authoritarianism and an alienating intellectualism; it also enables people to overcome their false perception of reality. The world—no longer something to be described with deceptive words—becomes the object of that transforming action by men and women which results in their humanization" (Freire, 1970, p. 86)

He suggests that we are not simply to provide the information to the young ones but also enable them to think and question the validity of the belief system around them. According to him this is the only way through which we may be able to reduce the number of oppressors in the world. Freire (1970) suggests that we need to make radical shift from banking style of teaching to liberating style of teaching if we need to reap the real benefits of teaching literature.

Pakistan, being a postcolonial state naturally inherited some of the conflicting areas of its national life and shared certain oppression at the national and international level and this oppression, explicit or implicit keeps on living. As Loomba (2005) says, oppression is still going on as a result colonialism is also going on. Pakistan, being a special case is the victim to it and provides an explanation as to why Pakistan is still a victim of oppression. Not only this, the education system is also responsible for a continued existence of oppression. Our system of education prepares students as data and information banks rather than the thinking minds and so the half-baked students suffer from fear of losing their possessions which are actually not their own and so becomes a semi-oppressor. The classes literature should have performed otherwise as "Mark Bracher suggests that a literature class can be a perfect place for enhancing or reshaping the public aspects of student identity." (Raja, 2008, p. 33)

Zhen in his study on teaching of literature to the EFL classes proposes that literature of every nation is its encyclopedia of civilization and culture and is a very vivid picture of the spiritual and cultural customs, history and ideology and so, literature is very close to social customs of the society. And when a teacher teaches

literature, he can "enable the learners to learn about culture in the relatively natural way" (Zhen, 2012, p. 36). Zhen also supports the idea that teaching literature means exposing the learners to the value system of the society and with due process the teacher helps the learners develop their response to these values. He says, "These values and attitudes relate to the world outside the classroom" (Zhen, 2012, p. 37). Same is the opinion of Robert Eaglestone who says that, "Teaching and learning a subject involves more than knowing about a list of texts, equations or processes: it teaches ways of thinking and approaching material, it teaches habits of mind" (Eaglestone, 2018, p. 4). The above discussion proposes that in Pakistan, above referred aims has not been realized and so approaches of teaching employed to teach literature need to be scrutinized. This critical understanding may be helpful in revisions of the courses and teaching methodologies. This research delimits to the causes of and remedies for the poor outcomes of teaching literature in Pakistan.

Findings and Results

In this age, the student needs to be taught as per his socio-political needs. Raja while introducing his course on postcolonial theory proposed that "I use my cultural background and the knowledge of my students' culture to create a sort of cultural in-between-ness that usually helps dispel their hesitance and eventually assists in building the teacher-student trust needed to create a better learning environment" (Raja, 2008, 33). This cultural in-between-ness becomes a tool in understanding and absorbing even those cultural items of the foreign cultures and enables the learners to identify the issues and socio-political problems of their own culture.

But the scenario becomes even more complex about teaching of English literature in Pakistan because the students, who join these classes, aim at getting good degree which will ensure their success in job market. As a result, very little change takes place in their minds and attitudes after reading all the wonderful writers in their respective syllabi. Similarly, very few of the students have a good opinion of other foreign civilizations discussed mostly in the classical English literature. For example, they will not be ready to think positive about the western culture portrayed in different pieces of English and American literature being taught in Pakistan. This problematizes the whole situation and invites to debate the question as to why the Pakistani students do not change in terms of Longinus who claimed that a good piece of literature does elevate and ennoble the minds of the reader. The Pakistani student remains similarly prejudiced, unconcerned, and resistant and resilient to the culture portrayed in pieces of English literature used in the class rooms for academic purposes. He does not feel comfortable with the culture, men and women portrayed in the English literature books and is not ready to give any space to the other cultures of the world.

Discussion

The answer to the above debate may be seen in the following aspects of teaching English literature in Pakistan at Graduate and Postgraduate level. Firstly, in the context of above analysis and debate about teaching literature, one possible way to evaluate teaching of literature and the role of scholar-teacher of English language or literature is to see the environment in which literature is taught. Pakistan may generally be termed as a relatively a less liberal society and there is a little room for question. This environment implies much about the failure of literature to achieve its real purpose of development of young mind. This may count for the comparative inability of our youth in accepting the other cultures and understanding them.

Secondly, a critical evaluation of the scholarship and learning of literature in Pakistan provides a good critique not only on literature but also on teaching of literature and its outcomes. Since 1970s, the emergence of new forms of literature, like postcolonial literature, the aims and objectives of teaching literature have become highly complex. For example, in the 1960s and 1970s, much of the reading of literature started to be done under the umbrella of dominant political philosophy and, so for the first-time courses regarding women and African writings were included, which resulted in additions into the objectives of teaching literature. For example, Showalter says,

"Minority groups, women writings and African writer began to question the existing paradigms and "their efforts heralded a paradigm shift in canon formation and literary studies generally, and a repudiation of formalism in favor of a more engaged and partisan reading that saw the goal of literary study as the formation of personal identity and political struggle" (Showalter, 2003, p. 23).

Thirdly, all teaching is literature, yet, in the context of Showalter, it is teaching of poetry, drama and fictional literature along with the postcolonial, modern, classical and neo-classical literatures. According to Showalter, teaching in literature is no more that simple, especially in 21st century in which teaching literature(s) "demand more flexibility and less specialization" (Showalter, 2003, v). One of the useful idea is that the boundaries of past traditional method should change like our teaching and learning literature may be accompanied with singing, dancing and even going theater for these very texts. A similar opinion is voiced by Muller (2011) that unlike the recent past, when literature was an enjoyable practice among the families, today, it has become a tool in the hands of different power agencies to make learners understand their culture as well the culture being represented inside the pages of literature.

Fourthly, as Muller says that we are living in a liquid modernity which demands of us to take things as were not taken in the solidness of the society. Everything is changing with so rapid a speed that it makes difficult for us to challenge the whole situation. It has also challenged the teaching of literature because literature now has to wrestle with the popularly growing social media, cinema, cell phone and

other distraction (Muller, 2011). So, this establishes the significance of the methodology through which literature is taught in the class room and encouraged in these liquid times and if literature is still capable of performing such task as of changing of the minds and the behaviors or making a change in the minds of the readers or the students of literature. A teacher, according to Baker, is required to deliver knowledge in a technical way to inspire critical knowledge (Showalter, 2003, p.6).

Fifthly, teaching of literature does not render the same fruit as it may because of the teacher's attitude while teaching in the classroom. He should rather take his teaching as his job and try as much to make it professional- by making it as much research, practical and academic oriented as possible. The teacher should realize the difference between the way text is read and the way a text is read for research. This attitude can help get the desired result of teaching of literature not only in Pakistan but also all around the world. Showalter comments that "we should re-conceive our pedagogy to make it as intellectually challenging as our research" (Showalter, 2003, p.11). A teacher, according to Baker (quoted in Showalter, 2003) is required to deliver knowledge in a technical way to inspire critical knowledge. Teaching of literature does not render the same fruit as it may because of the teacher's attitude towards teaching in class. He should rather take his teaching as his profession and passion, and try to make it as much research oriented as possible. Muller also points out that literature helps us in understanding the other subjects as well because the student of literature develops a capability of relating the stories of literature with the stories of the other subjects (Muller, 2011).

Sixthly, in this age when cross-culturalism is a rampant norm and the world is changing accordingly, the role of a literature teacher has become even more significant in creating understanding among his students. Karim adds that "in our developing society, English literature can serve as a powerful medium of facilitating learner-centered paradigm shift for creative and critical thinking nourishment, increasing language competency and interculturality simultaneously" (Karim, 2011, p. 293). The awareness and need of this utilization of teacher's skill has assumed even larger significance because of the multiple cross cultural and intercultural conflicts and differences. The teaching of literature should, therefore, focus on the goals of achieving global egalitarian relationships, especially among the cultures where greater diversity tends to create greater cultural shock. According to Karim (2011), the benefits of literature are not coming the way they should because of the teacher being embedded in local ideology and culture so strongly that he tends to ignore the egalitarian aspect of literature. He says that the task of the literature scholar has become even complex in the presence of anti-European/American narrative developed around the students in the presence of war on Terrorism. So, in one way, the task of reaping right fruits of teaching literature falls on the shoulders of the teachers. They should be sufficiently

empowered to develop the critical thinking among their students and making them responsible citizens, as is believed by Shaila and Trudell (2010).

Seventhly, this age is also the age of multiculturalism and demands of further improvements in the teaching of literature. Gaytri Spivak, postcolonial critic and theorist, according to Daniel O'Gorman (2012), proposes the concept of "planetarity" which demands of blurring of disciplinary boundaries between literature and Geography. Daniel O'Gorman further refers to Spivak and says that "she contends, the very concept of 'reading' texts at university will remain inextricably bound with the antiquated notion of literature as 'explaining' or 'cultural instruction', with any comprehension of the 'globe' being possible only in the language of the local" (O'Gorman, 2012, para 1).

Conclusion

The argument suggests that the age when it has become more than ever necessary that our youngsters should develop a better world view, we are not making concrete efforts in this direction. The most common reasons for this are the old and obsolete teaching methodologies which can be fit only in a stagnant and non-progressive society and hence yielding to the oppression of the worst kind. The need of the time is that the Pakistani scholar teacher must become research oriented and adopt gradually a liberating concept of teaching which depends more on problem posing and solution seeking techniques as compared to the banking concept of education, as propounded by Freire (1970). According to Freire, the traditional method of teaching is like making learners as teachers' banks of information which the learner pours out in the examination and hence he or she undergoes no change because none of his critical thinking faculties are challenged in the process of teaching. On the other hand, if he or she is taught through liberal approach of teaching literature in which he becomes an equal partner and a co-sharer in understanding and discussing literature, the teacher of literature can be more successful by helping his student identify the socio-political issues with literature being taught. A Liberal/socio-cultural approach to teaching involves the students whole heartedly and so they are able to ask questions and debate the questions raised in the class room. This debate may raise the critical thinking which is necessary to reap the true benefits of teaching literature.

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Teaching Practices Used for Developing English Writing Skill at Secondary Level

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Abstract

This paper explores teaching practices for developing writing skills in English language classrooms at secondary school level. Teaching practices were determined on three domains of writing i.e. generation of ideas, organization of ideas and language facility and conventions. Through convenience sampling 12 teachers of the selected schools were included in sample. Data were collected through questionnaire and observation protocol to identify the teaching practices in English writing classrooms. Questionnaire was administered to 12 teachers while 4 teachers were selected for in-depth investigation of teaching practices. Findings explicitly revealed that teachers do not involve their students in process of writing. They use product oriented approach which is based upon memorization. They rely on textbooks, choose the writing topics from textbooks and use those topics for writing in the classroom. Teachers prefer lecture, written clues, provision of vocabulary words, oral and written feedback for teaching writing in English language classrooms.

Keywords: Teaching practices, English writing skills, secondary school level

Introduction

Writing is the most important skill that second language learners need to develop. Writing integrates the other three skills i.e. listening, speaking and reading. It is used for written communication and plays a significant role in students' educational and professional development. Writing can be defined as purpose communication that takes place in variety of contexts and environments (The Nation's report card, 2012). Students at secondary level face problems in developing English writing skills even after studying from early years (Chughtai, 1990); Maqbool (2006) & Ahmed (2011). There are various reasons of it and practices of teaching are one of them. This study was designed to determine the teaching practices used for developing English writing skills of students of secondary level.

English language is a compulsory subject for all the students of Secondary school. The curriculum of English language at Secondary school level for the

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development of writing skills encourages the process of writing. It includes development and organization of ideas with clarity, accuracy and fluency as well as appropriate use of grammar, sentence structure, style, lexical aspects and mechanics. Students' achievement in English and other subjects is measured on the basis of their proficiency in writing. Teaching practices play a significant role in learning writing. Relevant teaching practices helps in attaining the desired goals set by teachers in English language classrooms. Teaching practices demonstrates the knowledge and skills of teachers to ensure the effectiveness of teaching. This research has been conducted to determine the use of teaching practices under revised curriculum of 2006. Previous research did not determine the practices of teaching used in private schools for improving writing at secondary level. Prior research looked for teaching practices used by teachers of government schools.

Literature supports a variety of approaches on the use of teaching practices for developing writing skill. When students work with each other they perform better than students who mostly work independently. They are not provided any opportunity to work with others in the form of pair or group (khabbazbashi, 2017). Through role play students can be provided opportunity to use English in real life situations. When students are engaged in any kind of role play it is easy for them to write about it. In this way they can focus on all aspects of writing. Literature found no enough evidence on the use of role-play for developing writing at secondary level as it is time consuming. To make teaching more effective teachers conduct discussion to engage students to construct and share their ideas with class fellows. Through this teachers' focus is to express, communicate, and explored through discussion (Arnold, 1991).

Berstein (2000) defined that teaching practice is the art and science of organizing knowledge and demonstrating relevant skills. Writing skill can be developed through variety of ways. The best way is practice writing by going through the process of writing i.e. planning, organizing and accurate use of mechanics and conventions (Harris, 1993). Literature proves that when students involve in process of writing they make an outline in the form of words and sentences, organize and edit it to produce a piece of writing. At the end they proofread to correct any errors that were unnoticed during the process of writing.

Bibi (2002) explained the importance of group work that it enhances cooperative learning, collaborative activities, brainstorming, discussion and organization. Ashwell (2000) indicated that feedback given by teachers help students to improve their writing. Students' writing is refined when they learn from teacher's comments. Docherty (2017) found that writing skill can best be taught by extensive reading. When students read extensively they come across different aspects of writing. Lloyd, Blaus, Sousa (2017) identified that group work helps the teacher to attain the learning outcomes regarding developing writing skill. They elaborated that students

learn more when they are provided opportunity to work in the form of groups than working individually. In groups students share ideas and discuss with their classroom which improved learning.

Naeem (2011) discussed that at secondary level teachers focus on lecture method and grammar translation method. Korhonen (2010) discussed that traditional ways of teaching should be avoided in English writing classroom which includes translation, vocabulary tasks from book, grammar and essay from books which students used to memorize. Rahman & Ambrin (2018) explores that writing connects high level of thinking. It involves individuals in planning, outlining, drafting, summarizing, composing and revising the content.

Kendall and Khuon (2006) suggested the teaching practices to develop writing skills that includes brainstorming ideas, discussion, and writing workshop. They discussed that due to different backgrounds and exposure students cannot understand every context. For making writing motivating and understandable, pictures, objects and model relevant text can be provided to students. Similarly, graphic organizers, mind maps, and use of concrete objects may facilitate writing. Nirmala (2008) explained that students of Secondary school are not proficient in writing because of traditional teaching practices used by teachers. They have no knowledge about the process of writing. The reason is the poor system of examination which is main hindrance in the way of becoming proficient writers. Students are even not skilful in tasks which they perform in daily class activities. For example, they have limited and inappropriate use of vocabulary, spelling, and punctuation. They feel difficulty in the use of prepositions, tenses and translation. Coleman (2010) identified reasons of students' low proficiency due to lack of resources in teaching writing and use of grammar translation method in English language classrooms. Khan (2012) investigated that English teachers do not develop creative abilities of students in Pakistan. The reason is that they focus only on textbook. Classroom teaching is based on the content given in textbook which they used to teach in mother tongue. Corneille (2017) found that students with limited proficiency in English face difficulties in writing assignments. He suggested that assignments should be given in classroom setting under the supervision of teachers.

Graham and Perin (2007) described the importance of collaborative writing. They discussed that when students work with their peers it results in effective writing. Similarly, they identified that more teachers' direction develops lack of independence because they do not rely on their own work. On the other hand, writing abilities of the students are enhanced if teacher guide and motivate the students to engage in process of writing and give on time feedback on students' work (peer and teacher feedback). Hayes and Flower (1980) suggested that feedback is an indispensable tool for improving the teaching and learning of writing. It is done by providing information to students on the performance of their work. Through feedback the writer learns where he

or she has mislead or confused the reader by not supplying enough information, illogical organization, lack of development of ideas and inappropriate word choice or tense.

Hayes and Flower (1980) also explored that 'asking questions' and giving an outline are the most frequent activities by which teachers teach writing. Students perceive that writing important points on the board and asking questions are the most common ways. They expressed that skilled writers have a sense of audience and write for their readers, while less skilled writers produce a writing which leads to be more topic oriented.

In the field of language teaching and learning strategies Rubin (1975) and Stern (1975) carried out pioneer work. In 1981, Rubin identified two types of learning, one is which contribute directly and other is associated with indirect learning of students. Cognitive and metacognitive strategies are much preferred in language learning as compared to affective and social strategies. In ancient times, Latin and Greek were taught by grammar translation method. In this method more emphasis of teacher is on teaching rules of grammar and doing translation exercises. It is most suitable with students with poor proficiency in English.

Slavin (1980), earlier cognitivist, explained that cognitive learning strategies deal with individual tasks. Similarly, metacognitive strategies are concerned with planning, understanding and evaluation of own learning. Learning of language students need both cognitive and metacognitive strategies.

Constructivists look by way of understanding human experiences (Cohen & Manion, 1994). Its assumption is that reality is socially constructed. Constructivism and interpretivism generate meanings by considering participants' views of the situation. Interpretivists are associated with qualitative research methods, for example interviews and observations.

From the above discussion it can be concluded that writing can best be taught by involving students in the process of writing. In Pakistani classroom teachers do not focus on the process but on the product of writing. Due to this there is more emphasis on rote memorization in English language classrooms. Therefore, teachers use the teaching practices that help students in memorizing the content.

Keeping this scenario there is a challenge for language teachers to develop writing skills of students by using teaching practices mentioned in textbook as well as criteria given in curriculum. Purpose of the study was to determine the teaching practices used by teachers at secondary school level for developing English writing skills. Use of teaching practices was determined on three domains of writing i.e. development of ideas, organization of ideas, language facility and conventions.

Objectives of the Study

English writing skills of students can be developed by involving them in the process of writing that is based upon three domains i.e. generating ideas, organizing ideas and developing language facility and conventions. The objectives of the study were to

1. determine the teaching practices used by teachers for generation of ideas
2. identify the teaching practices used by teachers to organize ideas
3. seek out the practices of teachers for developing language facility and conventions.

Method of study

Mixed method research was used to collect and analyse data. At the onset questionnaire was administered 12 teachers to collect data about their use of teaching practices in English writing classrooms for teaching writing. Along with getting information from teachers on questionnaire (quantitative approach), observations (qualitative approach) were also conducted to verify, explain and interpret the findings from the quantitative data for the use of practices in English writing classroom.

The research design in this study involved collection and analysis of quantitative and qualitative data. Sequential explanatory design (QUAN followed by qual) was followed to answer questions of the study. In this research qualitative and quantitative data were collected simultaneously but the analysis of the two strands of data conducted independent of each other. Quantitative data collection was wider in scale than the qualitative data. It took place through the administration of questionnaires. Qualitative data were collected through observation of teachers. Content analysis was used to determine the themes identified from qualitative analysis of observation data. Findings from the qualitative data strands will be used to build up a fuller picture of teaching and learning situation at secondary level in Pakistan regarding developing English writing skills.

Twelve private secondary schools were selected in the sample through random sampling. Through convenience sampling technique 12 teachers were selected for administering questionnaire. The questionnaires were developed on 5 point scale from 5 (always) to 1 (never). It contained three parts related to generation of ideas, organization of ideas and language facility and conventions. After that four teachers were selected through opportunistic sampling for in-depth investigation of teaching practices. Although convenience and opportunistic sampling have less credibility because of the influences beyond the control of researcher and sampling error but due to ease of research and to be completed within short duration of time this method was adopted. Four classes of each teacher were selected to observe. In this way eight observations were conducted in two classrooms to determine the teaching practices.

Field notes were taken to observe classroom teaching practices, activities and events in real learning environment. All observations were video recorded. The researcher recorded the overall quality and effectiveness of teaching on three aspects i.e. *generation of ideas*, *organization of ideas*, and *language facility and conventions*, use of resources and feedback provided to students. Detailed notes were also taken during observation to highlight each aspect. The purpose of repeated observations was to seek out the effectiveness of teaching in classroom setting by the use of teaching practices of teachers. Duration of each lesson was of forty minutes and the class strength was maximum during observation. At the end, the themes were used to triangulate both what the participants expressed and what went in real classrooms regarding teaching writing skill.

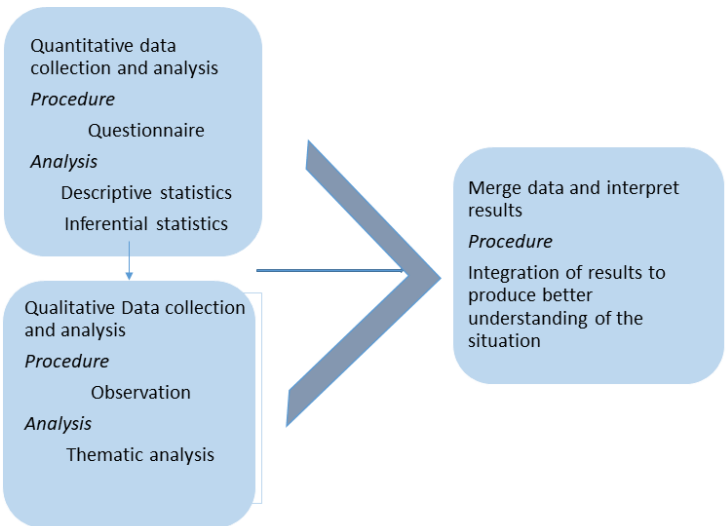

Figure 1. *Source: research design (based on Creswell, 2009)*

Findings

Teachers' perception on the use of teaching practices for developing writing skills

Questionnaire on 5-point Likert type scale was used to determine the teaching practices claimed by teachers. Mean values were computed to determine the practices in English writing classrooms. Frequency was calculated to determine how many teachers are agree or disagree, about the use of teaching practices in English language classrooms. Table 1 shows to what extent teaching practices are used in classrooms for teaching writing.

Table 1

Teachers' responses for the use of teaching practices on generation of ideas

Teaching practices	Mean (N=12)	SD	Yes n(%)	No n(%)
Brainstorming	2.92	1.67	0 (0)	12 (100)
Group work	3.25	1.13	2 (17)	10 (83)
Written clues	3.33	.88	2 (17)	10 (83)
Assignments	3.08	.99	0 (0)	12 (100)
Presentation	3.25	1.13	2 (17)	10 (83)
Lecture	4.08	.99	6 (50)	6 (50)
Question answer	4.58	.51	9 (75)	3 (25)
Extensive reading	5.00	.00	12 (100)	0 (0)
Model text	2.50	1.26	0 (0)	12 (100)
Role play	3.75	1.35	5 (42)	8 (58)
Written feedback	3.50	1.50	3 (25)	9 (75)
Oral feedback	4.67	.65	10 (83)	2 (17)

Table 1 shows the teachers' claim of the use of teaching practices for generating ideas. Extensive reading, oral feedback and questioning are frequently used by teachers of SSC (100%, 83%, and 75% respectively) for teaching generation of ideas. Teachers' responses showed that almost half of the teachers used lecture (50%) and role play (42%). Practices least preferred by teachers are written feedback (25%), presentation (17%), written clues (17%) and group work (17%). However, data revealed that teachers of SSC do not use brainstorming, assignments and model text as none of the teachers reported the use of these practices for teaching generation of ideas.

Table 2

Teaching practices used for teaching organization of ideas

Teaching practices	Mean SSC (N=12)	SD	Yes n(%)	No n(%)
Group work	2.58	.79	0 (0)	12 (100)
Assignments /projects	2.08	.79	0 (0)	12 (100)
Presentation	2.25	1.42	0 (0)	12 (100)
Lecture	3.75	1.21	5 (42)	8 (58)
Question-answer	3.66	1.23	4 (33)	8 (67)
Extensive reading	3.25	1.28	2 (17)	10(83)
Written feedback	4.41	.99	8 (67)	4 (33)
Oral feedback	4.00	1.12	6 (50)	6 (50)

Table 2 shows that eight teachers (67%) reported the use of written feedback for teaching organization of ideas for developing students' writing skills. Six teachers

(50%) responded the use of oral feedback while the remaining teaching practices i.e. lecture, questioning and extensive reading are not much used by teachers (42%, 33%, and 17% respectively). Data depicts that there are three practices which are not reported by any of the teachers i.e. group work, assignments and presentation.

Table 3

Teaching practices used for developing language facility and conventions

Teaching practices	Mean (N=12)	SD	Yes n(%)	No n(%)
Editing	2.07	.78	0 (0)	12 (100)
Group work	4.00	1.12	6 (50)	6 (50)
Written feedback	4.05	.65	6 (50)	6 (50)
Oral feedback	3.58	1.37	3 (25)	9 (75)
Drill	3.05	.98	0 (0)	12 (100)
Peer review	4.08	.66	6 (50)	6 (50)
Self-review	4.33	.48	8 (67)	4 (33)
Homework	4.25	.96	8 (67)	4 (33)
Presentation	2.58	1.50	0 (0)	12 (100)
Lecture	3.75	1.21	5 (42)	8 (58)
Question answer	3.66	1.23	4 (33)	8 (67)
Extensive reading	3.25	1.54	2 (17)	10 (83)
Dictation for spelling	3.41	.90	2 (17)	10 (83)

Table 3 shows that practices highly used by teachers (8 teachers) of SSC for developing language facility and conventions are self-review and homework. Data depicts that both of these practices are used by 67% of teachers for teaching writing. Almost half of the teachers responded that they use group work (50%), peer review (50%), written feedback (50%) and lecture (42%) to teach writing conventions. Practices least used by teachers for developing language facility and conventions are questioning (33%), oral feedback (25%), extensive reading and dictation for spelling as reported by two teachers (17%). However, drill, presentation and drill are not reported by any of the teachers.

Qualitative Component Findings

Qualitative data analysis was done for observational data which involved processes and procedures to explain, understand and interpret the people and situations. A total of sixteen observations were made of four teachers (4 observations of each teacher). Observations were completed within the time period of eight days. Researcher used to sit at the end of the class during observation without any involvement. However, after the observation sessions, at the end of the lesson researcher asked some questions related to the use of practices.

The findings from qualitative component are listed as:

Generation of ideas

- Brainstorming
- Lecture
- Written clues

Organization of ideas

- Lecture

Language facility and conventions

- Oral feedback
- Written review
- Peer review
- Teaching vocabulary
- Self-review
- Lecture

Generation of Ideas

Observation data of sixteen classrooms show that teachers of SSC level use various practices for teaching writing in English language classrooms. According to observation data, teachers of SSC do not give much emphasis on generating ideas. However, to some extent, teachers used *brainstorming*, *written clues* and *lecture* for developing ideas.

Brainstorming

In four of sixteen classrooms, teachers used brainstorming. Although teachers used it but the time allotted to this practice was very short and without real spirit. They provided opportunities to students to think about the topic. After that they asked students to share their points. Teachers wrote their ideas on board. In this way students gather ideas for generating piece of writing. In the rest of the classrooms (12 classrooms) there was not emphasis on it. These teachers do not consider it important to develop ideas through brainstorming.

Classroom observation showed that although four teachers used this practice but it was just for two to three minutes. Teachers were not enthusiastic to develop this aspect among students. However, students answered teachers' questions during brainstorming.

Lecture

In all classrooms (16 classrooms) teachers delivered lecture about how to generate ideas. The duration of lecture was not more than two minutes. Teachers told the students that before writing they should list ideas which come in their minds. Although teachers delivered lecture but it was not in detail.

It seemed that students already knew it therefore teachers were not giving much attention to it or they may be thinking that this practice is not going to be very helpful for their writing. However, students participated in classroom during lecture and shared their ideas with teacher.

Written clues

In all the classrooms (16 classes) all teachers used this practice. Along with floating questions on the topic, teachers also provided written clues to students which they can use in their teaching. Though this practice students were ready to develop their writing. Students were active for noting down the clues because they knew that with the help of clues they will produce their writing now. However, they were responding to teachers' questions when teachers were demanding clues.

Organization of Ideas

After listing ideas, classroom teachers did not ask the students to organize it. For organizing ideas no specific method was used. This part was totally ignored by teachers. It seemed that teachers do not consider it useful in the process of writing. Only in one classroom, teacher told the students about the sequence of the points but did not involve them in doing so. After generating ideas, students were asked to produce their piece of writing.

Language Facility and Conventions

For developing language facility and conventions following subthemes included oral feedback, written feedback, peer review, self-review and vocabulary.

Oral feedback

This practice is used in all the classes (16 classes) of SSC. Teachers used to give continuous oral feedback for developing language facility and conventions. Feedback was given on all these errors committed by the students in their writing. Feedback was also given while doing textbook questions.

Due to large class size it was not possible for teachers to focus on each student. Therefore, most of the time teachers gave collective feedback to all students. Individual feedback to few students was also given. In some classes due to shortage of time and large number of students in class teachers announced the correct answers of the questions without giving individual feedback.

Written feedback

In six classrooms out of sixteen students were asked to practice writing. Following essays were given to students to write i.e. religion, a visit to hill station, my aim in life, my hobby, the rain, and my favorite personality. Students were asked to write essays. Students completed their work and handed over to teachers for checking. Teachers gave written feedback on their writing.

Peer review

In four classrooms (out of 16) students were asked to review each other's' work. Teaches guided students to highlight the errors made by their peers. This practice was done due to shortage of time.

It is worth mentioning that students highlighted few mistakes were related to development of language facility and conventions. They did not thoroughly check each other's work. The reason is that teacher did not give enough time how to check on each aspect.

Vocabulary

All the teachers (4 teachers) in 16 classes' emphasis on vocabulary to teach the words given in textbook. Two teachers provided them list of words and the other two involved them to learn the words from textbook for improving vocabulary.

Self-review

In two (out of sixteen) classrooms teachers asked the students to review their own work**.** Teacher read aloud the answers and asked students to correct their mistakes. Teachers use this practice because of shortage of time. Teacher was preparing him/herself for doing next questions. He/ she just asked how many have done it and moved to next segment of the lesson.

Lecture for teaching grammar

All the teachers used grammar in classroom for teaching writing. It was used in eight classrooms in which teachers used to teach grammatical rules through lecture. All the teachers give emphasis on teaching grammatical rules to students for developing writing.

Practice writing

All the teachers (4 teachers) involved their students in practicing writing. Teachers assigned topics to students. All the students wrote on what teachers asked to write about it. This is worth mentioning here that those topics are taken from textbook and are already memorized by students. Although all teachers giving impression that students are producing their own piece of writing but in reality it was not. When researcher saw the piece of writing of all students, it came to know that they are memorized from the same book.

Home work

All the teachers (4 teachers) assigned homework to students to develop writing skill. Teachers check students' work on next day. Homework questions are directly taken from textbook that do not demand for creativity. Teachers did not instruct them to use the whole process of writing for producing their piece of writing. Essay topics and letters are assigned to students as home work.

When students' scripts were seen by the researcher it showed that all the feedback on students' homework is related to sentence structure, grammar, vocabulary, spelling and punctuation. There were no comments on generating and organizing ideas. It showed that focus of all the four teachers of SSC was on developing language facility and conventions.

Critical analysis

It can be analyzed from observations that teachers of private secondary schools have detailed knowledge of content. They incorporate variety of teaching practices in classroom to teach writing. Highly dominating resource in classroom was textbook which was used daily in classroom by all teachers. Although textbook covers many questions on process of writing but those questions are not discussed in classrooms. It was noted from these observations that teachers did not try to accomplish the objectives of teaching writing. They were least concerned for their students to learn writing through process of writing. The common writing tasks focused by teachers in the classes were grammar, translation, essay and letter writing.

While teaching about essay or letter writing the emphasis of teachers was just to tell the format. It was found that teaching practices used in almost all the classroom were lecture, written clues for writing, homework oral and written feedback. It was observed that there was no preplanning of the lesson. No activities were arranged in the classroom for teaching writing. Although textbook covers various activities that teacher can use in classroom for developing writing skills but it is not used at all.

Observations revealed that teachers did not involve their students in process of writing. Although process of writing has been emphasized in curriculum and even in textbook but class routine did not allow teachers to focus on these aspects that are necessary for developing writing. It seemed that teachers did not have knowledge of how to teach writing but they do not consider it important while teaching writing. There may be little motivation and interest by the teacher because they think that examination system does not demand the process of writing as its focus is on product. Therefore they do not focus on variety of teaching practices for developing writing skills.

A possible area of concern is the use of practices which teachers reported as highly used but observation does not support it. Another aspect is the use of practices responded by teachers as moderately used but observation in contrast to these responses

reported the frequent use of the practices. There appear to be two explanations for the use of particular practices which teachers focus and for that type of practices which are not used at all. One is that teachers are more concerned with covering the content given in textbook. It is alarming that they prefer only that content which is important according to examination. They do no cover the content which is not going to be assessed in board's examination point of view. For this purpose, may be the traditional teaching strategies work more with that type of content. They ignore that practices which are not effective for teaching writing but to cover the content which has to be memorized by students.

Connecting the questionnaire and observation data

Quantitative data (data obtained from questionnaire) were combined with qualitative data (observation of classrooms) to complement each other. Qualitative component sheds light on the quantitative component for in-depth understanding. In current study quantitative data claimed by teachers revealed that highly used practices for generation of ideas were lecture, questioning, extensive reading, oral feedback and questioning. Findings from the qualitative component showed that teachers highly use written clues and lecture to students for developing ideas. Although teachers claimed the high use of extensive reading, oral feedback and questioning in English language classrooms to teach generation of ideas but it was not observed in any of the classrooms. Teachers also claimed that moderately used practices for generating ideas were lecture and role play. None of the classes showed the use of role play for generating ideas. Observation does not report the use of this practice for generating ideas. Teachers reported very less use of brainstorming for teaching generation of ideas in English writing. Observation conformed that this practice is less used by teachers to teach ideas generation.

Teachers claim about the use of teaching practices for organizing ideas showed that oral and written feedback is moderately used for teaching organization of ideas. Observation on the contrary, does not report any practice for teaching organization of ideas. Classroom observation showed that none of these practices are used in classroom for organizing ideas. Teachers of SSC do not teach the students how to organize ideas.

For teaching language facility and conventions, frequently used practices reported by teachers were homework and self-review. Observation does not report high rate of self-review. However, observation conformed the use of homework as frequently used practice. Classroom observation showed that highly used practice for teaching language facility and conventions for teaching grammar was lecture for teaching grammar, practice writing, oral and written feedback. Teachers' responses showed that moderately used practices in English writing classrooms for teaching language facility and conventions are oral feedback, lecture, questioning and extensive reading. Interestingly, oral feedback is moderately used as claimed by teachers but

observation on the other hand reflects frequent use of this practice. This gap is more salient in the use of extensive reading which has been never observed in any of the classrooms. However, observation conformed the use of oral feedback, vocabulary, teaching rules of grammar as highly used practices for teaching language facility and conventions. Observation showed the use of self-review, peer review, and written feedback as least used strategies.

Discussion

The purpose of the study was to identify use of teaching practices at secondary school level for developing writing skills. Brainstorming is important strategy of teaching writing but teachers of SSC do not use it in classrooms. Khan (199) and Bibi (2002) suggested the use of brainstorming for teaching writing. Lloyd, Blaus, Sousa (2017) found that group work is useful practice for teaching writing. Similary, teachers claimed that extensive reading is highly used in classrooms but observation showed that this practice is not used at all in any of the classes. Moore (2014) explored that by using extensive reading students' writing skills are improved. Finding showed that teachers of SSC use oral feedback and use of grammar to teach students. Kohonen (2010) highlighted that these practices are not much useful in English language classes. Teachers of SSC use oral and written feedback for teaching writing, consistent with Fatima and Akbar (2017) who found that oral and written feedback is used at SSC level but students' proficiency is low. The possible reason is that teachers do not give indepth feedback on students' writing. Although teachers claimed in questionnaire that they use brainstorming, group work, extensive reading, presentation, role play but classroom observation revealed that there was no use of these practices even in a single classroom.

Generation and organization is ignored in English writing classrooms. While checking students' work teachers do not give feedback regarding generation and organization of ideas. This finding is consistent with Khan (2012) who emphasized that teachers use product oriented approach. Although process of writing is given in textbook for the guidance of the teacher but is not followed in classroom. According to teachers it is useless activity that demands time and that type of questions are not asked in examination. Secondary school teachers use lecture method for teaching writing. Naeem (2011) discussed that lecture method is not very effective for teaching writing. Finding also showed that teachers of SSC use pair work for their students to teach writing. Literature showed that along with pair work, group work is also effective practice in which students share and discuss their ideas (Lloyd, Blaus, and Sousa, 2017).

Although English language learning starts at initial level in Pakistan, but the secondary school entrants have poor writing skills. Main reasons in this regard may be examination system that is the main cause of demotivating students. It is only aimed to get maximum marks. It checks only memorization instead of the application of

knowledge. All the questions are taken from textbooks therefore students do not put any efforts to learn beyond it.

Although National curriculum 2006 demands creative writing skills of students through the process of writing but in classroom teachers do not use writing process. The reason is that both teachers and students know it is not going to be assessed in examination. They always try to complete syllabus within prescribed time from the examination point of view. The focus of both students and teachers is on product of writing. Whenever students are asked by teacher to write any story, essay or letter, it is exactly same for all the students. For teaching writing, experimental studies may be conducted to determine the effectiveness of teaching practices and their effect on students' achievement.

Conclusion and Recommendations

Secondary school students face the problems of poor proficiency in English language. There are many reasons and teaching practices are one of them. Findings which are presented here showed that highly used practices at SSC are lecture, written clues, and homework, oral and written feedback. The problem which is highlighted here is that teachers do not focus on how to teach writing. Teachers choose topics for writing from textbook and ask students to memorize it. Most importantly, writing is carried out in the form of solving exercises of chapters from the textbook. This activity may be useful at early grades but not applicable to secondary school entrants. Teachers should use that type of teaching practices that invite students' ideas, organization of ideas and correct use of mechanics on familiar as well as unfamiliar topics. Similarly, practice of the language is very important to get command on it. Due to lack of practice at lower levels, students face problems at higher level in the form of poor writing skill. Therefore, more attention should be given by involving students to practice writing. Teachers should give comprehensive feedback on students' work. Instead of giving questions directly from textbook, teachers should give unseen question in classroom for writing. Teaching writing demands a lot of time so in time table of students there should be separate classes for writing.

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Analytical Study of Attitude of the Teachers towards Reforms at School Level

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Abstract

Continuous reform process is inevitable to overcome challenges of the increasingly knowledge based economy of any country of the world (UNESCO, 2005 and Cheng, Chaw, & Mok. 2007). Successful implementation of this reform process is subjected to favorable attitude of the teachers- the real change agents (Hattie, 2015: OECD, 2005: Ambani & Birla, 2000). Keeping this in view, this paper was derived from the study in which teachers' attitude towards reform process at school level in Punjab was analyzed. For this purpose, from total population, seventy two schools having equal number of gender, demographic and category were selected through stratified cluster sampling technique. Being a descriptive study, survey method technique was applied. A questionnaire as an adaptation of ASTTP (Hussain, 2004) based on the five-point Likert scale comprising a demographic information sheet and 63 statements divided into five dimensions was developed. The tool was got validated by determining the Cronbatch Alpha, Factor Loading and through experts' opinions. To analyze the data, percentage, arithmetic mean and standard deviation were calculated and t- test was applied. From results of this study, it was inferred that overall the respondents showed positive attitude towards all dimensions. Females showed more enthusiastic attitude towards all dimensions than males except computer education. Qualification wise analysis showed that irrespective of the gender, degree of qualification and positive attitude are directly proportional. Comparison between levels of the schools showed that secondary school teachers had better favorable attitude than elementary teachers.

Keywords: Attitude, Teachers, Reforms, School Level

Introduction

Since 1980s, phenomena of international competition, globalization and socio-political demands have drastically affected the world and induced rapid changes in almost every society in the world. UNESCO (2007) intimated that revolutionary policy

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responses are demanded as a result of the impact of these rapid changes in technology and general global environment. Cheng, Chow, & Mok (2007) had stressed that educational reforms have become inevitable in such an era of fast transformation because education is considered as the powerful instrument that can brought about the desired changes and revolutionized the cultural and social life of a nation. Likewise, progress and prosperity of the country and economic and human development of the society are largely based on the kind of education, provided to the people. In school education, with a hope to pursue a new future and to meet challenges in the new millennium, reform process has been initiated very earlier in many countries of the world. Shami & Hussain (2005) considered the education; a key to change and advancement and Pakistan has a firm stance to responds positively to opportunities, emerging needs and challenges of the globalization with the help of education. Teachers being the key actors, have been and will remain change agents in the whole education process (Hattie, 2015: OECD, 2005: Hussain, 2004: Ambani & Birla, 2000).

Kranstadt (2005) indicated that in Pakistan, plight of the education is very grim and its educational index is worst in the world outside the African countries. According to Government of Pakistan PSML survey (2014), Pakistan has only 58%, the lowest literacy rate in the region and in the World Bank Report (2008) Pakistan is listed in those twelve countries of the world that have total educational expenditure less than only 2% of their GNP.

Pakistan, since its emergence on the map of the world in 1947, at the federal and provincial levels has taken out number of initiatives, framed certain policies and brought about a variety of reforms to change the nature and structure of the whole education system (World Bank, 2007: Mirza, 2008: Shami& Hussain, 2005). The major aims of these reforms were to address the educational problems and increase the quality and access to education. These reforms were also meant to bring about harmonious development in the country and to keep pace with the rapid changes in the fields of science and technology. At the eve of first educational conference in 1947, Quaid-e-Azam Muhammad Ali Jinnah, the founder of Pakistan categorically stressed in his message, that practical measures according to wishes and aspirations of the nation must be taken urgently for restructuring the whole education system of the country (Govt. of Pakistan, 1947: Habib, 2013). For this purpose, till the recent years, several commissions and polices have worked out beautifully various strategies and plans. Besides, several policies have been formulated for providing quality education, changing and enhancing the curriculum, redeeming and up-lining the management of the institutions and resolving the medium of instruction conflict yet the educational situation in Pakistan as perceived by Sayed (2009) is very vague and critical. With the help of national and international donor and funding agencies for achieving the national as well as the millennium goals and responding to demands of the modern and the competitive world, government of Pakistan particularly, from the beginning of the 21st

century has launched much interventions and reforms in primary, secondary and also in higher education sectors. Because of its sole importance, school education has been given the first priority throughout by all the federal and provincial governments.

In education sector, the most ambitious and innovate reforms have been launched by Punjab-the most populated province with 60 percent of the country's total population and these programs have also earned the fame and got reputation across the globe (World Bank, 2008; Barbar, M., 2010). For this purpose, under the umbrella of PESRP-Punjab Education Sector Reform Program and under the slogan of Barho-Punjab-Parho-Punjab, numerous innovations have been started such as;

- Recruitment of new teachers
- Distribution of free text books up to secondary students
- Monitoring and evaluation of the schools
- Stipends to girl students
- Establishment of Punjab Education Foundation
- Re-utilization of school councils
- Teachers training programs
- Provision of missing infrastructure to schools in Punjab
- Awareness campaign
- Literacy programs
- Provision of Non salary budget to school administrations

Beside the PESRP, many useful and innovative programs for school education by the Punjab government have also been launched such as:

- Conversion of medium of instruction of government schools from Urdu to English
- Introducing Chief Ministers' road map for education
- Update and change of Math and Science curricula
- Establishment of Punjab Examination Commission
- Distribution of Laptops to brilliant students
- Setting up of QAED (Quaid-e-Azam Academy for Educational Development)
- Danish Schools system
- Setting up of Computer and IT laboratories in schools
- Computerization of the Intermediate and SSC examination system
- Management rationalization of the teachers
- For needy and brilliant students establishment of Punjab Endowment Fund.
- At district level establishing the District Education Authorities
- Implication of English subject from the class 1st
- UPE and USE campaigns

True spirit of the implementers, is an obligation to success of any reform process. In educational field favorable attitude of the teachers as being implementer of the policy actions is essential for the success of this reform process and without their effective cooperation it may remain hung in the vacuum? National Education Policy (1998-2010), and Hattie, (2015) also confirm that at grass root level, teacher is considered the most crucial factor in implementing all educational reforms. Success of any reform process as narrated by Memon, (2009) is the reflection of the positive professional attitude of the teachers. Nowadays, in Pakistan attitude of the teachers against any reform action is questionable and being considered a big hurdle for progress of the education.

Purpose of the study

To analyze the attitude of the teachers towards reforms introduced particularly in the beginning of the 21st century especially by the provincial government of the Punjab for enhancement of quality, improvement of the access and development of education.

Method of the study

Being a descriptive nature, survey method technique was applied to conduct this study. All the teachers from primary, elementary and secondary schools of the Punjab comprised the whole population.

Population and Sampling

Through multistage cluster sampling technique, representative sample of 1500 teachers from 72 schools from all categories were selected. Selection of the number of respondents was made through Survey Sample Size software a computer program by Survey Monkey Audience, (2009) and selection of the number of schools was made by the given below Cooper and Emery, (2000) proportion question formula.

$$n = \frac{pq}{\sigma^2} + 1$$

Or

$$\sigma p = \sqrt{\frac{pq}{n-1}}$$

n = sample size

p = Proportion of the population that has given attribute

σp = 0.051 standard error of the proportion (0.01/1.96) at 95% confidence level

q = Proportion of the population that has not given attributes (1- p)

Procedure for selection of schools is given below. As the study was delimited to government schools of the Punjab province so, out of the nine administrative divisions of the Punjab, three divisions and then six districts, as two districts from each division were randomly selected.

Table 1

Procedure for selection of sample from each district

Schools in a District12	Primary schools 4	Elementary schools 4	Secondary schools 4
Rural/ Urban	2 + 2	2 + 2	2 + 2
Gender (M+F)	1+1 1+1	1+1 1+1	1+1 1+1

Development and Validation of the Tool

A questionnaire comprising 63 items divided into five clusters of questions or domains based on the five-point Likert scale was developed. Five domains of reforms were named as Administrative reforms (AR), Medium of Instruction (MI), chief ministers, roadmap (CMR), Examination reforms (ER) and Computer education (CE) reforms. Through expert opinion validity of the tool was determined while; through Cronbatch's Coefficient Alpha reliability of the domains was measured. Value ≥ 0.7 of Coefficient Alpha was considered adequate. Reliability of the each statement was assessed through applying the Confirmatory Factor Analysis (CFA) as experts think that factor loading of ≥ 0.5 is valid (Hair et al, 2004, Cooper & Emory, 2007). During analysis 14 statements having less than 0.5 Factor Loading were dropped.

Table 2

Coefficient of cronbach's alpha of all domains

Domains	Administrative Reforms (AR)	Mediumof instructions(MI)	CM Road map(CMR)	Computer education(CE)	Examination reforms(ER)
Number of statements	12	12	12	12	12
Cronbach's Alpha	0.883	0.827	0.828	0.889	0.769
Total			63		

Analysis of the data

To analyze the attitude of the teachers towards reforms process respondents were given a questionnaire and a sheet for their demographic information. By the help of the computer programs like MS-Excel and SPSS percentage, arithmetic mean and standard deviation were calculated and t- test was also applied to the data.

Results

After analysis following findings and results were drawn from the study;

Table 3

Descriptive statistics of the demographics

Demographics	N	Missing	Mean	St. Deviation	Minimum	Maximum
District	1010	0	4.02	1.919	1	7
Rural/Urban	1010	0	1.60	0.491	1	2
Gender	1010	0	1.08	0.270	1	2
Designation	1008	2	8.15	4.75	1	82
Qualification	1010	0	4.61	2.813	1	11

It is depicted from the table.3 that there were six demographic variables. From distributed 1500 questionnaire, 1010 respondents showed their responses. Mean value 4.02 and standard deviation 1.919 in district variable declares that a little dispersion in attitude of the respondent's lies between districts. Between rural and urban variables, low dispersion in attitudes is indicated by the given table because it has 0.49 standard deviation and mean value 1.60. Scarcity of dispersion in attitude in gender variable is found with small values of mean and standard deviation i.e.1.08 and 0.270 respectively. From this table, it is also depicted that 1008 respondents showed their responses, having 8.15 mean value and 4.75 standard deviation, under designation demographic variable, it means there is much coherence in this variable. In qualification variable standard deviation is 2.83 and 4.61 is the mean value. These values also indicate that respondents have variety in responses.

Table 4

Descriptive statistics of the variance

Variance	AR	MI	CMR	ER	CE
N	1010	1010	1010	1010	1010
Mean	4.02	4.19	4.01	3.68	3.54
Std. Dev.	0.873	0.905	0.742	0.758	0.777
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5

Table 4 revealed that among the five variance of the instrument most of the respondents show highly favorable attitude towards the first thee (AR, MI, CMR) variance or set of reforms while, against the other two (ER and CE) variance respondents are not much enthusiastic.

Comparisons among given five dimensions of the attitude scale with respect to different demographics were made and some results of these comparisons are given here.

Table 5

Comparison between urban and rural areas

AR MI CMR ER CE * CITY						
CITY		AR	MI	CMR	ER	CE
URBAN	Mean	3.84	4.07	3.97	3.53	3.39
	N	407	407	407	407	407
	S.D	0.922	0.884	0.795	0.805	0.774
RURAL	Mean	4.14	4.27	4.04	3.78	3.65
	N	603	603	603	603	603
	S.D	0.817	0.910	0.704	0.707	0.762
Total	Mean	4.02	4.19	4.01	3.68	3.54
	N	1010	1010	1010	1010	1010
	S.D	0.873	0.905	0.742	0.758	0.777
	t. value	5.35	3.53	1.437	5.36	5.194

Level of confidence 95% and df =1008 table value =1.96

Table 5 shows that against AR dimension, the mean value (3.84) of urban area is comparatively less than (4.02) mean value of the rural area, which indicates that there is more positive attitude among rural area respondents as compared to urban area respondents towards this dimension while, standard deviation results are vice versa of the mean results. The total mean and standard deviation i.e. 4.02 and 0.873 respectively against AR dimension show that overall attitudes of the urban and rural area respondents are favorable and among their responses, a little dispersion is found. Statistically significant difference in attitude of the respondents towards this dimension is indicated by calculated value of t. test (5.53).

In table 5 against MI dimension, statistical data given reflects that both mean and standard deviation values of rural area i.e. 4.27 and 0.91 are greater than urban area mean and standard deviation values 4.02 and 0.884 respectively, indicating much dispersion and highly favorable attitude of the rural area respondents toward this dimension. Total mean value (4.19) and total standard deviation value (0.905) against this dimension represent a picture of positive attitude of the respondents with little dispersion. It is also evident by the greater t. test value (3.35) than (1.96) table value that statistically significant difference lays between two means.

This table also portrays that against CMR dimension (4.04) mean value of rural area is greater than (3.97) mean value of urban area and standard deviation values are of their vice versa. Overall, favorable attitude is represented by total mean 4.01 and standard deviation value 0.74 reflects a little dispersion in responses. Difference in means is insignificant due to smaller calculated value of t. test (1.437) than table value 1.96.

Against ER dimension greater positive attitude of respondents of the rural area with mean value 3.78 as compared to 3.53 mean value of urban area is indicated by the data given in table 5 while, 0.805 and 0.707 standard deviation values of urban and rural area respectively indicate greater dispersion among the views of respondents. Statistically significant difference between two means is observed by calculated t. value 5.36 greater than table value 1.96.

It is also obvious from this table that in CE construct, attitude of the rural area respondents is little positive with mean value 3.65 than that of the urban area value 3.39, and results of the standard deviation are of its vice versa. From total mean and standard deviation values (3.54) and (0.777 respectively, slightly positive attitude is depicted by the respondents against this construct. The calculated value of t- test (5.36) is greater than the table value showing significant difference between two means.

Table 6

Comparison between genders in different dimensions

AR MI CMR ER CE * GEN

GENDER		AR	MI	CMR	ER	CE
MALE	Mean	4.01	4.19	4.01	3.68	3.54
	N	930	930	930	930	930
	S.D	0.879	0.900	0.746	0.762	0.785
FEMALE	Mean	4.06	4.21	4.01	3.67	3.56
	N	80	80	80	80	80
	S.D	0.809	0.960	0.697	0.724	0.676
Total	Mean	4.02	4.19	4.01	3.68	3.54
	N	1010	1010	1010	1010	1010
	S.D	0.873	0.905	0.742	0.758	0.777
	t.test value	-5.35	-3.91	-4.428	-2.57	-2.68

Table 6 shows that at 95% level of confidence, difference between the means against AR dimension is statistically insignificant because (-5.35) calculated t. value is smaller than (1.96) table value while, positive response by the respondents is indicated by the total mean scores. With better mean score than males females show more positive attitude against AR dimension. In MI dimension at 0.05 level of significance, statistically insignificant difference between means is drawn as (-3.96) calculated value of t-test is smaller than (1.96) table value. The difference between mean scores shows that female respondents have a little favorable attitude than males.

In CMR, ER and CE dimensions difference between the mean scores and standard deviation scores of both males and females is negligible indicating that apparently there is no difference in their responses and both genders represent the relatively same attitude against these dimensions. The calculated t- values of these dimensions are also smaller than the table values hence, difference between the means are insignificant.

Comparison among designations and levels of schools

This study found that in secondary portion respondents from Senior Headmaster/Headmistress to SSE (Sc.) are much satisfied with first three set of reforms i.e. administrative, medium of instruction and Chief Minister roadmap reforms and show highly favorable attitude as compared to their mean values while, against other two domains (ER and CE) level of satisfaction of the secondary portion respondents is not so high and show less favorable attitude.

In elementary portion, it is seemed from mean values that most of the respondents from EST to DM teachers against AR, MI, CMR and ER dimensions have greater mean scores showing positive attitude and against CE dimension the lower mean score value indicates that perception of respondents is in between the positive and the negative attitude against this set of reform.

Among the respondents of the primary section of government schools, relatively same trend of attitude is depicted as the secondary section shows that they have much favorable attitude against first three dimensions (AR and CMR) and less favorable attitude against MI, ER and CE set of reforms.

Comparisons among the qualification levels of the respondents were also made and their results declare that as the level of qualification rises, positivity of the attitude of the respondents towards all dimensions is also rises.

Discussion and Conclusions

Results of the study clearly indicate that teachers of the public sector have favorable attitude towards reforms initiatives and neglected the general notion characterized to government teachers that they have non-committal, passive and

detached attitude towards reform initiatives. Studies of Hussain, (2004) and Rizvi, (2000) also have supported this notion. In this study, female teachers are more inclined towards reforms and had shown more positive attitude than the male teachers. In this way, they had rejected the general belief that male teachers are only the change agent. It is also declared from this study that rural area teachers have more positive attitude towards these set of reforms contrary to teachers of the urban area, as Anghelache and Bentea, (2012) state in a similar study, "subjects in rural environment would be more open to change" (p.596). It is evident through this studies that in school education, in Punjab province, revolutionary changes have been taken out by the Chief Ministers' Road Map and PESRP programs. These programs also, have earned a highly positive response from teachers of government schools. This is also found in this study that absenteeism of both the teachers and the students in schools has been well controlled by monitoring and evaluation program under Chief Ministers' Road Map likewise sense of responsibility has also been inculcated in the teachers through PEC exams. It is inferred from this study that decision of conversion of medium of instruction of government schools from Urdu to English medium is accepted half-heartedly by the primary teachers because numeric of attitude of the teachers toward this domain are at near the margin. This attitude is also confirmed by a study conducted by Unger, (2016) that majority of teachers show negative response against reforms in education perceiving them burden, lack of usefulness and deception. Some contradictory attitude against devolution of power plan 2001 is also found among the teachers when they considered that it has facilitated the teachers to solve their problems at district level, on the other hand, they also considered that it has increased the difficulties of the teachers and increased the element of corruption in educational offices. Impact of the reforms initiatives like Education Sector Reform (ESR) Program 2001 at national level and Punjab Education Sector Reform Program (PESRP) beginning from 2003 and still continued at provincial level are highly reflected in most of the highly qualified newly inducted teachers who have showed much favorable attitude towards all set of reforms due to their better qualification. This attitude is supported in a study by Rizvi that it is quite clear from consequences of latest reform initiatives that in terms of their professionalism, teachers are advanced and relationship between the teacher professionalism and school reforms is well defined by the teachers' increased level of qualification. Merits and demerits of the PEC exams are also disclosed by this study as centralized paper printing system and supply of papers through education officials in spite of banking system are major causes of secrecy leakage of the PEC papers. This study shows that on the whole, teachers are responsible enough to do their duties. If they have opportunities to play a leadership role, they will drive a positive attitude towards reforms process and this will result in a better and effective role to be played by them.

Recommendations

1. As it is found in this study that teachers are responsible and have progressive approach to reforms process so, it is recommended that in future any reform initiative be taken or policies framed, should be formulated through meaningful involvement of the teachers' opinion.
2. Preliminary training for the teachers is necessary for a particular change so that they would be mentally cognizant with it at the time of enforcement of reform process.
3. Chief Minister road map indicators should be fixed on the ground reality of disparity between urban and the rural environment.
4. PEC Exam papers should be printed at the district level and like secondary or higher exams be supplied through banking channel to prevent leaking and ensuring secrecy.
5. Poor performance of government schools is subjected to lack of resources so, in public schools generous funding should be made by the government.
6. Modern equipment and instructional technologies like multimedia, mini-tabs, e-books, digital libraries and internet access should be provided to government schools and syllabi are revised so that their students would be able to compete internationally and could avail the benefits of globalization.

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Training Needs Assessment of Secondary School Head Teachers through Different Stakeholders

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Abstract

Education not only provides scientific and technical skills but also provides the motivation, justification and social support for pursuing and applying them. The head teacher is the life-line and a line-wire in any educational institution. The study concerned to know the training needs of secondary school head teachers. 200 head teachers 05 officers of education department and 30 secondary school teachers participated in the study. The training need assessment of head teachers was done through separate focused group discussions with teachers, and officers of education department and questionnaire for head teachers. It is concluded through need assessment the involvement of all stake holders is ignored in previous models of head teachers training. Generally it is experienced that contents of head teachers training are decided on higher authorities' level. Needs and priorities of teachers and head teachers are not systematically considered in training.

Keywords: Head teachers, need assessment, officer, education department

Introduction

Education is the prime agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into reality. Education not only provides scientific and technical skills but also provides the motivation, justification and social support for pursuing and applying them. Head teacher is the life-line and a line-wire in any educational institution. He / She is leader of the institution. His instrumental roles are to monitor and facilitate or accomplish assignments of the mentors. He / She are responsible for the comprehensive over-view of attendance, behavior, and assessments of their performance reports. Head teacher must have a clear-cut view and analysis of what is being performed in the institution under his/her very nose. A head teacher can view reports on the collection of any data which may serve his purpose and help out the cause of command and control which is an essential task of the head teacher.

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The successful head teachers always work permanently to improve their achievement performance by enhancing the quality of their instructions. They define, propagate and promote high expectations. A direct relation between the teacher and classroom has been found of great significance. The practical aspects of hear teacher's role suggest that he/she must be well-versed and quite familiar with "*technical core* " of schooling which is a matter of paramount importance to improve teaching and learning qualities. Administrators who provide social support through regular performance evaluation and coaching can greatly contribute to an improved work climate and personal stress management (Cameron, 2008). It is high time to propose remedies and solutions for the deteriorating system of education and the remedies lie in the identification of new dimensions for the administrative control of high school principals. The review of the literature has provided an insight to list the following areas where the administrative interventions become necessary.

At present, the dropout rate according to (ESR 2001-05) is 49.7 % at primary level which is very high. It remained drawback of our educational system that professional development facilities in the administrative field were not provided on nationwide scale that's why the need of in-service training is still standing especially in private schools. Although many programs designed to provide in-service training of teachers through Directorate of Staff development in Punjab, but the situation still grim, because these training were not provided follow up support to the trainee. In this study follow up support training method was used and evaluated.

The need for head teachers' professional development links with the quest for school effectiveness and school improvement (Fullan, 2001). To introduce the quality education and improve the situation in high schools, without head teachers active participation we cannot bring positive change in schools. Head teachers are the agent of change. So to achieve the target and improve the performance of head teachers training was designed and implemented. There is a need to know the real needs of head teachers. So that training can be design according to their needs. The main objective of this study was to know training needs of secondary school head teachers of Faisalabad district.

Review of Related Literature

School program includes numerous activities and processes which relate directly to the means intended to achieve their goals. The head teachers are charged with the responsibility for planning, directing, controlling and evaluating these activities which include the formulation of objectives and instructional programs, provision of resources for program implementation, management and supervision of the teaching and learning process and evaluation of the program (Okumbe, 2007).

The success of training and education systems should be measured on the basis of what people actually learn from it, and they how much they are effective. Mostly

thinking and writing about training and education is concerned with institutional arrangements, the practice of teaching, curriculum theory and staff development. In Britain structures and delivery are concerned by a debate on training and education and there is very little debate about content and outcomes (Outcomes: NVQS and The Emerging Model Of Education And Training By Gilbert Jessup, 1991).

Methodology

Participants

Two hundred (200) head teachers (male and female) were selected for this study. 40% (male and female) head teachers were from rural areas and 60% (male and female) belonged to urban areas. The age range was from 21-59 years. The experience range was 05 to above 15 years. The respondents' monthly income range was calculated from Rs. 45000/- to 95000/-. All these head teachers were selected through purposive sampling technique.

1. One Chief Executive Officer (CEO) Education, 01 District Education Officer (DEO) 03 Deputy District Education Officer (DEO) who were directly involved in communication and correspondence with head teachers through purposive sampling.
2. Thirty teachers (10 male) were selected from the same schools where 30 head teachers were identified for interviews for training need assessment of head teachers. The age range was from 22 to 53 years. The experience range was Five (03) years to 30 years

Instrumentations

Four instruments were used in this study:

Focused group discussion with head teachers

The focused group discussion was arranged with head teachers to know their problems, their causes and solution. There were four questions in focused group discussion. The main themes of questions are as under: 1) different problems facing by head teachers on their workplaces, 2) causes of these problems with reference to administration, 3) how we overcome these problems and, 4) the role of school head teachers in solving the problem. The researcher organized the whole discussion. The responses of participants were recorded and noted. The total time spent on this discussion was 3 hours.

Focused group discussion with teachers

The focused group discussion was arranged with teachers to know their problems, role of head teacher and suggestions regarding improving the head teachers training so that the findings can be used to identify the head teachers training needs. The main theme of questions is as under: 1) different problems facing by teachers on

their workplaces, 2) role of their head teachers in solving their problems and, 3) suggestions to improve the head teachers training program. The researcher organized the whole discussion, The responses of participants were recorded and noted. The total time spent on this discussion was 3 hours.

Focused group discussion with officers of education department

The focused group discussion was arranged with officers of education department EDO/CEO, DEO, DDEOs to know their views about prevailing head teachers training program and also identifying the training needs of head teachers. The main theme of questions is as under

1) Nature of different problems facing from community, 2) the mechanism designed to resolve these problems raised by the community and, 3) their expectations from head teachers in resolving above problems.

Questionnaire for training need assessment of Head Teachers

A questionnaire was designed for head teachers to know the training needs of head teachers. There were eleven indicators such as communication skills, time management, problem solving / decision making, financial management, mentoring, continuous professional development, curriculum management, teacher management, human resource management, general management having 90 statements. Demographic information includes 9 parameters such as gender, designation, age (in year), employment, academic qualification, professional qualification, administrative experience, locality and income.

Data Collection

The data were collected through multiple sources. The quantitative data were questionnaire and the qualitative data were collected through interviews.

Data Analysis

Data were collected in multiple phases. The quantitative data were analyzed using relevant formulas and qualitative data were analyzed through thematic analysis.

Results and Discussion

The analysis of training need assessment of head teachers is as under:

Step I: Training Need Assessment of Head Teachers

The training need assessment of head teachers was done through;

Focused group discussion with Head teachers

Focused group discussion with teachers

Focused group discussion with officers of education department

Questionnaire for head teachers.

Focused group discussion with Head Teachers

Thirty (30) HTs (15 from urban and 15 from rural) secondary schools were involved in focused group discussion.

Q. No. 1: What are different problems you face on your workplaces?

Summary of responses: Head teachers discussed that they were facing some from parents such as the noncooperative behavior of parents. The members of school councils are not taking interest in school matters. Records and registers need more time to complete. Students are careless; they cannot take interest in their studies." One of the female HT shared her personal experience as she was misbehaved by the parents. One of the participants said, "Students are much careless they do not take a keen interest in studies. They always find means to get rid of their studies. One of the main reasons behind this issue is poor literacy rate among parents" He added;

> *"Parents do not take much attention in sending their children to school. They always force them to help them in household tasks even during their study hours. Illiterate parents do not allow their girls to attend school as they think girls cannot earn or work for boys. They let them busy in household chores while the girls want to learn more and more like boys*".

One male head teacher shared his view "boys are more careless as compared to girls and feel fear to do whatever they want to. Poverty is the other issue." One of the participants pointed out. Parents preferred their children to go for earning rather let them educate, as they only want money, not just the education. Overpopulation is also the main barrier.' one head teacher shared "on the cooperation of staff, shortage staff political interference, low enrollment, no corporation parents, uneducated parents lack facilities, lack of students interest education department policies, the trend of private education, low performance of teachers.

One female head teacher described that "Being a head teacher is very difficult for me to achieve the UPE/USE student's enrollment target. The people of the area are uneducated. They have no awareness about the importance of education." Moreover she added; "*It is difficult to overcome 0% dropout and 100% attendance of students, teachers and on teaching staff".*

One head teacher share "Shortage of class IV employees for the maintenance of the building is also a major problem; especially in the rural areas where the school area is enlarged.Lack of fund is also a dilemma for the betterment of school infrastructure because the school area is enlarged." one senior head teacher shared that "Nonco-operation of parents and society is also faced to the head teacher. The people of the area interfere in school matters without any authorization."

Q. No. 2: What are the problems you face due to school administration?

Summary of responses

Head teachers share that they are facing financial cum school management problems in the context of student's enrollment, teacher dairy, drop out and Universal primary Education/ Universal Secondary Education targets (UPE/USE) etc. Head teachers shared their ideas that the problems faced by the head teachers cut across all categories of schools, age, and gender of the heads. The most problematic tasks for head teachers are finance and management. Moreover, they discussed *poor financial management skills, lack of school fees payment which led to insufficient funds to be used to buy teaching and learning materials and other facilities*.

One of the female head teachers shared that some schools experienced a unique problems of lack of or no support by parents for girl education due to careless behavior in the payment of school fees for girls.

The community shows hostility to the head teacher and teachers who do not come from their own communities. One male head teacher pointed that prevailing poverty among the community around the school, create inadequate enthusiasm among teachers. He added "*that favoritism and nepotism is another aspect, which helps in transfer of favorite teachers from one place to another disturbs the student's syllabus and school results. This system is also affected due to the politician's interference. Resultantly, inexperienced teachers are appointed in place of qualified and experienced ones. All this leads to poor performance of schools".*

They shared that" *the staff is overburdened with more classes due to acute lack of teaching staff in schools. Low level of teaching and learning materials in schools has exaggerated the standard of teaching and learning. There is no professional development chance for teachers to improve their teaching skills".o*ne male head teacher *shred his views" sudden leave of teaching and not teaching staff, parents behavior low attendance of students create much stress." one head teacher shared that" School funds are not available in time, so there are many tasks which remain incomplete. Shortage of teaching, nonteaching staff, and clerk. Security and safety issue is also major. Staff training and retention is needed once in a while Construction and repair of facilities is not properly retained.*

Q. No. 3: What do you think how these problems can be resolved?

Summary of responses

These problems can be resolved through delegation of powers to school councils, proper teacher training, develop an advocacy plan for EFA. One Secondary School head teachers shared "*These problems can be resolved by taking these steps, HT needs to call parent teacher meeting, send brochures, charts indicating awareness of*

education." One of the Head Teachers expressed her point of view that*," an educated woman can lead a generation, keeping this in mind it's the need of the hour to let the parents aware about the importance of education. Cash prizes, scholarships, stipends should be arranged for the outstanding students so that children may take interest in education more rather than other activities. Co-curricular activities and tours should be arranged for them. Prizes should be declared for the regular and punctual students to make 100% enrollment possible."*

One of the participants has pointed "*out free education should be announced for the outstanding students. These are the steps which should be taken immediately to solve this problem"s.one female head teacher pointed out that these problems can be resolved if a head teacher tries to manage things properly cooperate staff through activation of the school council ."*One male head teacher shared that *"The head teacher has the influential personality to organize the meeting of the school council, requesting lady health workers to convince mothers to educate their children in a government school. The head teacher must delegate his powers among teachers while keeping in mind teachers' capacity, interests and abilities to perform different developmental and not developmental tasks. Head teacher can send teachers to convince the parents who had enrolled their child in school but not sending him to school. Head teachers who avoid favoritism and nepotism with professional approach can solve these problems*."

Q, No. 4: What is the role of head teachers in solving these problems?

Summary of responses

Head teacher share that "Special training was organized regarding finical cum school management at the school level, refresher courses training was organized after every term, continuous follow-up mechanism should me frame out to over cum the all problems under the direction of higher authorities time to time." One Secondary School head teachers shared "These problems can be resolved by taking these steps, HT needs to call parent teacher meeting, send brochures, charts indicating awareness of education."

One of the HT expressed her point of view that," an educated woman can lead a generation, keeping this in mind it's the need of the hour to let the parents aware about the importance of education. Cash prizes, scholarships, and stipends should be arranged for the outstanding students so that the children may take interest in education more rather than other activities. Co-curricular activities and tours should be arranged for them. Prizes should be declared for the regular and punctual students to make 100% enrollment possible."

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B. Focused group discussion with Teachers

What are the main problems you are facing in school?

Summary of the responses

Teachers are facing many problems in school which interfere their daily performances. One of the participant teachers said, *"He faced misbehavior of students' parents in regard of attendance and non-learning behavior of student during class*. He further added that *"non-availability of funds to maintain computer laboratory and lack of class rooms affects her performance."* Another secondary school teacher said "*students don't show interest in their study, they just find ways to get rid of their studies. Moreover increased strength of students in one section creates hindrance to maintain class discipline as teacher cannot pay attention to all students during class of one subject."*

One of the Secondary teachers shared that *"Poverty and illiteracy are the major problems that hinders parents to not send their children to school which decrease student's strength in school. UPE Survey and other activities like this desperate teachers from their teaching capabilities".* Another teacher stated that *"lack of co-curricular activities reduces the student's efficiency. Load shading, non-cooperative behavior of staff members, rude parents and problem for taking casual leave increase stress among teachers and interfere their professional activities".* One of the male teachers said, *"to cope enrollment target is almost impossible as in their area all students are school going*".

One secondary teacher pointed, *"Audio video aids in classrooms are not properly maintained according to subjects and syllabus, mantel stress of teachers by engaging non-teaching activities like survey".* Another secondary school teacher shared that *"extra duties assigned by head teacher interfere their daily routine to disturb their teacher learning responsibilities. Fluctuation in Government policies and experimentation on syllabus are the main hurdles".*

What is the role of head teacher in solving your problem?

Summary of the responses

Head teacher is the main pillar of school formulary. Teachers shared their views regarding solution of problems they faced during job. One of the secondary teachers said, *"Head teacher should start campaign in collaboration of school council committee via parents meeting to assure the hundred percent attendances of students".* Another teacher shared that *"provision of professional guidance and politeness as well as assigning subjects to teacher in accordance to their professional skills, improve their performance".* One of the secondary teachers suggested that *"head teacher should conduct training session for teachers at the end of each academic year".* Another teacher shared *"head teacher should arrange co-curricular activities on regular basis to develop student's interest in studies".*

What are your suggestions to improve head teachers training program?

Summary of the responses

One Secondary teacher shared, *"Leadership is not a title or a designation. It's impact, influence and inspiration. Impact involves getting results, influence is about spreading the passion you have for your work, and you have to inspire peers. Head teachers can play crucial role in school management as a leader"*. One of secondary school teacher said *"trainings should be conducted for head teachers to improve their leadership skills, management skills as well as development of tolerance".*

One of the other participants shared her views that "*increased managerial skills improve the school performance"*. One of the male participants said, *"Adoption of versatility in ideas and funds management during head teacher training proved head teacher as good leader".* Another participant gave her suggestion that *"training should prepare head teachers for developing good interpersonal skills with teaching staff as well as understand their problems.* One Secondary teacher shared *"writing of ACRs, school based budgeting, communication skills, maintains of school record should be included in the training".*

The above discussion indicates that there is need for training of their head teachers in following areas: school based budgeting, communication skills, maintenance of school record, school management skills and leadership skills.

C. Interview with officers of Education department

Five officers who were directly involved in correspondence with head teachers were requested to participate in interviews at this phase. The researcher structured interview technique to draw deep perceptions of the head teachers of the education department. Semi structured in-depth interviews were helpful when researcher sought detailed information regarding a person's opinion and behaviors or wish to gain the

insights about new issues . Interviews are generally used to provide context to other data such as outcome data. It offers a complete description of what happened and why happened.

In interview respondents are allowed developing ideas and interviewer uses prompt to probe and keeps the conversation covering the broad areas. A semi-structured in-depth interview is usually one in which the interviewer has a checklist of topic areas or questions. In-depth interviews are used for a range of purposes, not least to delve into the details of respondents' activities and perceptions.

Head of education departments Chief Executive Officer, District Education Officer (DEO) Secondary, Dy. Office Superintendents considered appropriate respondents in-depth semi structured interviews because they were directly associated with Secondary School head teachers.

The letters for the invitation and seeking their willingness for participation were sent by personal visits to their respective offices. Approved consent, availability of time and location was obtained from each participant of an in-depth interview. In addition, ethical concerns were also addressed for conducting and reporting of interviews. Semi structured interviews of the head of departments were conducted within the course of one month. Interviews were recorded and write up was made immediately after completion of each interview. It is an easy way to make a composite account of the interview. Writing down key words and sentences enabled the researcher to recall major themes later, therefore it is important that researcher should write up all details as soon as possible which was not recorded earlier. The details which were writing down and recorded were processed to clarify and develop the main themes, ideas, and concepts under investigation

Following questions were shared with the respondents;

Q. No. 1: What are different problems you are facing from community?

Ans. Chief Executive Officer (CEO) Education shared "Political *pressure, Pressure of higher authorities, Noncooperative behavior of community, Noncooperative behavior from higher authoritie and Policies are not accurate"*

Q. No. 2; Which mechanism did you design to resolve these problem raised from the community?

Summary of responses: District Education Officer (SE) shared "*Cooperation of political figures, Convenient approach to higher authorities, Friendly environment with the community, Implementable policies".*

Q NO.3: What are your expectations from head teachers in resolving above problems?

Summary of responses: Majority of officers shared that following are our expectations from head teachers training:

Information how to development school improvement plan, writing of ACRs, school based budgeting, communication skills with community and education department and skills to maintain school record

D. Analysis of questionnaire for Need Assessment of Head Teachers' Training

The analysis of questionnaires for head teachers regarding training need assessment is presented below;

Table 1

Cumulative analysis of Different Problems Faced by Head Teachers

Sr.#	Indicators	Mean	SD
1	Communication Skill	4.15	.483
2	Time Management	4.11	.545
3	Problem Solving / Decision Making	3.83	.701
4	Financial Management	3.44	.652
5	Mentoring (classroom observation)	3.94	.570
6	Coordination and community linkage	3.66	1.02
7	Continuous Professional Development	3.80	.805
8	Curriculum Management	3.82	.780
9	Teacher Management	4.00	.778
10	Human Resource Management	3.95	.578
11	General Management	4.14	.660

Table 1 shows that accumulative mean score and standard deviation of communication skills among head teachers included in the sample is 4.15 and .483 respectively. It shows that according to head teachers they feel problem in communicating in official matters. The table further reveals that accumulative mean score and standard deviation showing the difficulties in time management skills among head teachers included in the sample is 4.11 and .545 respectively. It shows that according to head teachers they face difficulties in performing high level of time management skills. The table demonstrates that accumulative mean score and standard deviation showing the difficulties in problem solving / decision making skills among head teachers included in the sample is 3.83 and 0.701 respectively. It shows that according to head teachers they face problems in problem solving / decision making skills.

The table shows that accumulative mean score and standard deviation to demonstrate the problems in financial management skills among head teachers included in the sample is 3.44 and .652 respectively. It shows that according to head teachers they face problems in financial management. The accumulative mean score and standard deviation to show lacking of mentoring skills among the head teachers included in the sample is 3.94 and .570 respectively. It shows that according to head teachers they face difficulties in performing mentoring skills. The accumulative mean score and standard deviation showing the problems of coordination among head teachers included in the sample is 3.66 and 1.022 respectively. It shows that according to head teachers they face difficulties in the coordination. The table reveals that accumulative mean score and standard deviation showing the problems in continuous professional development of head teachers included in the sample is 3.80 and .805 respectively. It shows that according to head teachers they face difficulties in assuring their continuous professional development.

The table reveals that accumulative mean score and standard deviation to show the lacking of curriculum management skills among the head teachers included in the sample is 3.82 and .780 respectively. It shows that according to head teachers they feel problems in performing curriculum management skills. Accumulative mean score and standard deviation to show problems in teacher managements among head teachers included in the sample is 4.00 and .778 respectively. It shows that according to head teachers they face problems in teachers' management.

Accumulative mean score and standard deviation showing the problems in human resource management among head teachers included in the sample is 3.95 and 1.022 respectively. It shows that according to head teachers they face difficulties in human resource management. The table reveals that the accumulative mean score and standard deviation showing the difficulties in general management among head teachers included in the sample is 4.14 and .660 respectively. It shows that according to head teachers they face problems in general management at schools.

Conclusion

It is also concluded through need assessment the involvement of all stake holders is ignored in previous models of head teachers training. Generally it is experienced that contents of head teachers training are decided on higher authorities' level. Needs and priorities of teachers and head teachers are not systematically considered in training. The proposed contents of training however involves all stakeholders including education officers, teachers and head teachers in need assessment process. The main conclusions are as under:

1. Parents do not take much attention in sending their children to school. They always force them to help them in household tasks even during their study hours. Illiterate parents do not allow their girls to attend school as they think

girls cannot earn or work for boys. They let them busy in household chores while the girls want to learn more and more like boys.

2. Lack of fund is also a dilemma for the betterment of school infrastructure because the school area is enlarged." one senior head teacher shared that "Nonco-operation of parents and society is also faced to the head teacher. The people of the area interfere in school matters without any authorization.
3. Major problems of head teachers poor financial management skills, lack of school fees payment which led to insufficient funds to be used to buy teaching and learning materials and other facilities.
4. Parents negative behavior low attendance of students create much stress
5. Special training are not organized regarding finical cum school management at the school level, refresher courses training was not organized after every term, continuous follow-up mechanism is not available.
6. Extra duties assigned by head teacher interfere their daily routine to disturb their teacher learning responsibilities.
    - Main problems for head teachers are Political pressure, Pressure of higher authorities, Noncooperative behavior of community, Noncooperative behavior from higher authorities, Policies are not accurate. The major needs for training are as under: School management and record keeping
    - Financial management, classroom observation and mentoring, school council, communication skills and linkage with community, time management and decision making

Recommendations

Major concern showed by the head teachers was about sudden intimation of training. The head teachers were nominated on emergency basis for training without knowing their needs. This study recommends that training program should be shared at least fifteen days before start of training so that suitable participants can be nominated and replication of participants can be eliminated for training. The major limitation of this study was its validation on head teachers working in public sector secondary schools. Further research can be conducted to know the effects of clinical head teachers training model for private school head teachers. This study can be replicated for administrators of other educational level institutions.

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Usefulness of Punjab IT Labs Project in Schools of Punjab, Pakistan

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Abstract

The objective of the study was to investigate the usefulness of Punjab IT Labs Project. 4286 IT Labs were set up in schools of Punjab province. The population of research included all the teachers of public sector schools equipped with computer labs. Six (6) districts were selected randomly among all 36 districts for study. A survey questionnaire was developed to collect data. The questionnaire consisted of questions designed to collect data concerning the views of teachers about IT labs. Teachers were interviewed for qualitative data. It was concluded that most of the teachers had no knowledge of computer. Lack of time was another factor prohibiting teachers to the use of IT lab. The study recommended that the teachers should be provided training to use computer. There is also need to provide technical support and maintenance funds to get better results.

K**eywords:** Technology, Secondary, Teachers, Schools, Punjab

Introduction

It is fundamental right of each individual to get education regardless of gender, religion, culture or race. According to UNESCO (2001), one way to get education is to become able to use information and communications technology. ICT can play a critical role by providing quality in human development. ICT can upgrade human resources in several manners. The utilization of new technology has turned into an indicator of economic advancement of a nation. There is only one way to bridge the economic divide between advance and developing countries. Campbell (2001) stated that as information technology is associated with economic growth, the digital divide can justify the gap between advance and developing nations.

Information technology enhances the quality of education which improves the standard of living and it modernizes the societies. Bates (2001) said that because of the effect of ICT on numerous organizations, the concept of education and learning has been changed.

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At the time of planning to integrate computers in education, secondary level should be emphasized. Adomi and Anie (2010) described that everybody needs ability to use ICT in this era of innovation and technology. Associations and organizations are considering setting up their insight into PCs and other ICT facilities.

There is a challenge to integrate ICT in education for developing countries. The ICT facilities are not available in most of the non-developed regions. There is also lack of infrastructure and internet connection problems in these countries. To attain our goals we should rebuild the teaching models. Blackboard and chalk should be replaced by white screen in the classroom. In classroom audio-visual aids are rarely used. In some educational institutions library books or journals are provided to students.

All developing countries are focusing their attention in policy framework to set up computer laboratories in educational institutions. South Asian countries have buildup computer laboratories in schools. According to UNESCO (2010), most of the governments of South Asia regions have focused to establish IT Lab at secondary school level. There are many private and non-government organizations, providing information technology in different schools especially in northern areas of Pakistan.

Punjab IT Lab project was initiated by the government of Punjab. There were established 4,286 computer labs in public sector institutions. It was expected that each year 3.4 million students will get education through Punjab IT Lab Project. The valuable knowledge will be on door step of the learners due to internet connectivity. There will become a change in attitude of teachers as well as students in government schools. They will get rid of traditional method of teaching and learning. There is digital divide between private and government institutions. It was an effort to bridge the digital divide between these schools.

A number of studies have focused on use of information and communication technologies in education. Infrastructure problems have been discussed in these studies while a few studies have been conducted to measure the range, status and usefulness of ICTs in Pakistan especially in education. There is a need to study the usefulness of ICT facilities provided to educational institutions by government. The mega project, Punjab IT Lab has been working since 2009 in schools of Punjab. It seems desirable to study the IT Labs established in government schools so that the gaps for improvement can be identified.

Research questions

1. What are the views of teachers about the IT Labs established in schools?
2. At what context academic needs are being fulfilled in schools of Punjab by IT Labs? What are the opportunities and obstacles to use computers in IT Labs as perceived by teachers?

Methodology

Teachers working at schools of Punjab were population of the research. Six (6) districts of Punjab province were selected to conduct the study. Stratified random sampling method was used to select the sample. A survey questionnaire was developed to collect data. The questionnaire comprised of 32 items to collect data about the perceptions of teachers regarding the usefulness of IT Lab. The items were improved after discussing with experts. The reliability of instrument was determined by conducting pilot study. Cronbach alpha was calculated. Its value was 0.82 which is acceptable value. The questionnaires were sent to teachers by post. 1000 questionnaires were sent to the secondary schools teachers. There were 652 teachers who responded the questionnaire. 278(42.6%) male and 374 (57.4%) female teachers were respondents of the questionnaire.

Results and Findings

Results of the study showed that 335 (51.4%) teachers had a facility of internet at their home while 48.6% teachers had no internet at their home. According to findings of the study 301(46.2%) respondents reported that they never used IT Lab, 131(20.1%) teachers used computers in class seldom, 16(2.5%) teachers were found using IT Lab only one time in a month, 17(2.6%) teachers were using computer in IT lab after two weeks, 77(11.8%) teachers used computers in IT Lab on weekly basis. It was found that 58(8.9%) teachers used IT Lab almost daily and 52 (8%) teachers used IT Lab daily. 352(54%) respondents were of view that they did not use IT Lab due to lack of time, 217(33.3%) were not using IT Lab due to lack of knowledge, 42(6.4%) teachers responded that they did not use IT Lab in computer due to lack of confidence, 25(3.8%) respondents did not use IT Lab due to fear, 237(36.3%) teachers did not use computer in computer due to lack of training. Age was the factor of 96(14.7%) teachers for not using Computer. 78(12%) teachers responded that IT Lab are not accessible that is why they did not use IT Lab. Table.1 shows the demographic information of teachers.

Table 1

Demographic information's of teachers (N = 652)

Attributes	Gender	Frequency	Percentage
Gender	Male	278	42.6
	Female	374	57.4
Educational qualification	Matric	13	1.80
	F.A	18	2.80
	Graduate	120	18.4
	Master	480	73.6
	M.Phil	20	3.10
	PhD	1	0.2
Subjects Taught	Arts	251	38.4
	Religious study	50	7.70
	Physical science	292	44.8
	Computer science	55	8.4
	Technical	4	0.6
Locality of Schools	Urban	236	36.3
	Rural	416	63.7

The table 2 shows that most of the respondents agreed that sufficient hardware are available to teachers whenever they need in lab (Mean Score= 1.326, St.dev= 1.47). Most of the respondents were of view that interest in learning has increased due to IT Lab (Mean Score= 4.11, St.dev= .905). Majority of the respondents were of view that there is lack of basic knowledge to use IT Lab (Mean Score= 3.75, St.dev= 1.056). The statement "Intermittent disruption of electricity is a barrier for IT lab use" was highly probable (M= 4.08, SD= 1.087). The statement "Internet is working properly in IT lab" was fairly probable are (M=3.82, SD=1.1880). The statement "There should be provided training to all teachers to use" was highly probable (M= 4.40, SD=.827). The statement "Teachers' knowledge about preparation of lesson on information technology is main hurdle in effective use of IT labs" was fairly probable (M= 3.87, SD=1.000).

Table 2

Mean, standard deviation and st. error of different variables

Variables	Mean Score	Std. Error Mean	Std. Deviation
Hardware availability	3.26	.053	1.347
IT Lab accessibility for teachers	3.59	.052	1.338
IT Lab accessibility for students	4.19	.042	1.068
Interest in learning and IT Lab	4.11	.035	0.905
Use of Lab as official/clerical work	4.20	.040	1.034
Knowledge about ICT Integration	3.70	.041	1.045
Computer as Compulsory subject	4.06	.045	1.140
Computer Integration in all subjects	4.02	.039	0.987
Connection Problems	3.83	.047	1.188
Security of Lab equipments	3.60	.049	1.250
Lack of basic knowledge	3.75	.041	1.056
Lack of training	4.41	.032	0.827
Use of IT for Preparation of lesson	3.09	.048	1.228
Encouragement by head teacher	3.68	.047	1.189
Encouragement by IT teacher	3.75	.045	0.144

Qualitative Data

Teachers were interviewed about the use of computers in IT lab. They were enquired that for what purpose IT Lab was being used by them?

Teacher replied, “I perform work on computer in IT Lab to register students’ enrollment for Punjab Examination Commission. He continued that he uses computer lab to prepare timetable of school. According to Teacher B, “I always search the lesson/topic in IT lab before delivering my lesson.” Teacher C, was not using computer at all. He told that he was not using computers because of age factor and health problem. According to Teacher C, “I do not use computer due to health problem. There is problem of shortage of time.” Teacher D was not using internet in IT Lab. He described “I always use internet on my cell therefore I do not feel the need of IT Lab.”

The person C, described that her son had taught her to use computer. She told that government had not given any training. She have learnt to use computer from her son. He is doing engineering” Teacher B, informed “I have got training of computer for one week. This was a refresher course and departmental training for science teachers.” According to Teacher D, “I have got training of two weeks regarding computer.” Some

teachers were personally interested in using computers. They had got no any training. The person E, responded that he had learnt the use of computer by his friend and he has given no any training in school. He told that he had bought a book to learn computer." Teacher I, described that he had attended a vocational training center to learn computer but it was his personal attitude. He described, "I got admission in a three month training course at commercial center as I was interested in computers and internet." According to The Person J, "During my educational qualification, I have learnt computer but in-service training has not increased my interest."

IT teachers were not available in some IT labs. These labs were not in function. According to person F, "IT teacher is not available in our computer lab as he has been transferred. Any other teacher do not know how to use computer therefore IT Lab is closed are trained. Teachers should be given training so that they can teach their students with computers."

Themes emerged from interviews

- IT Labs Project is a good initiative of the government of Punjab.
- IT Labs are useful for school administration.
- There is load of work and burden on IT teacher and he has to teach all the classes at secondary schools.
- There are IT Labs without IT teachers. The students are not getting benefit from these labs as labs are not in function.
- There is one IT teacher to teach computer subject to all class, class 6 to 10th class.
- Interruption of electricity is a main problem to use computers in IT Lab.
- Time allocation was a problem for training of teachers during the school time.

Discussion

The findings of the study showed that fifty two percent teachers were not using computer due to lack of time. In other studies it was also found that time was an important element affecting the use of computer? According to the findings of the study conducted by Totter, Stutz, and Grote (2006), lack of available time was second factor impacting the use of technology in education. Teachers had lack of time to prepare lessons based on computer resources. The research findings of the study conducted by Rodden (2010) revealed that teachers were not using technology due to lack of time even there were available sufficient resources. In current study 33.3% respondents do not use computer in IT Lab because of shortage of knowledge about computer. Shortage of knowledge concerning the computer is main barrier to use IT Lab. The findings of different studies showed the same results. Newhouse (2002) concluded in his study that many teachers have lack of basic knowledge to use IT Lab.

This study showed that 36.3% teachers reported that they were not using computer due to lack of training. The study reinforces the findings of the study conducted by Torok (2007). According to the findings of his research the mostly respondents were inexperienced in computer use. The current study revealed that lack of training is the main obstacle to use of new technology. Beggs (2000) found that lack of training as one of the top three hinders to use of technology in instruction. BECTA (2004), in his study concluded that effective training has its importance to integrate computers in education. The findings of this study showed that the facilities were available to the students and teachers but the major barrier to not use IT Lab was the lack of training. These findings were the same as concluded by Safdar, Iqbal, Ghazi & Farooq (2011). According to the findings of their study majority of both teachers and students (more than 80%) were in favour that lack of training is the major barrier to use information technologies in education.

According to the findings of this study 46.4% teachers reported that they were not using computer due to lack of confidence and 3.8% teachers reported that they were not using computer due to fear. Lack of confidence and fear to use computer were also the results of the study conducted by Rodden (2010).

The study showed that the teachers who are familiar with computers do not know to integrate computer in curriculum. Insufficient technical support and due to little access to IT lab teachers do not use computers. Duration of period and time needed to learn using computer-assisted techniques were also prohibiting teachers to use IT Lab.

Teachers do not use computer because of shortage of time and shortage of knowledge regarding the computer. No doubt, it demands time to prepare lesson using instructional technology, so the curriculum should be improved according to the needs of this age. There is need to train all the teachers to get full benefits of IT Lab.

Inadequate maintenance funding for IT Lab equipment is one of the problems for effectively use of IT Lab. There is need to provide technical support and sufficient funding for maintenance of Labs. IT Labs are being used for composing official letters Performa's. Actually clerical staff of schools is not trained in computer and IT teacher has to compose the official letters. Clerical staff of schools should also be trained and IT teacher should get rid of clerical job. Mostly teachers were in favour that all pupils might be given opportunity to use IT Lab. In current situation only those students use computers who have adopted subject of 'Computer' at secondary level and only IT teacher uses computer in delivering his lesson.

In this study it was found that disruption of electricity during the work in IT Lab was the main problem faced by students and teachers. This finding was supported by Safdar, Iqbal, Ghazi, and Farooq (2011). According to their study both teachers and

students (more than 66%) were of view that power failure is the main barrier to use of computer in education.

There was found significant difference based on age in use of computer for preparation of lesson as perceived by teachers ($F=5.967$, $P<.05$). It was indicated that perceptions of teachers of age 20-30 years were higher than the perceptions of teachers of age 41-50 years about the preparation of lesson in Computer. It means that the young teachers were using Computer to prepare lesson. This result was supported to the report conducted by U.S. Department of Education (2000), which showed that teachers with fewer years of teaching experience were using IT Lab and the internet for preparing their lectures.

The study showed that all subject teachers were not using IT Lab during their instruction due to lack of knowledge about the use of computer. Majority of the teachers suggested that computers should be integrated in all subjects at secondary level. There is need to introduce computer-assisted instructional techniques. IT Labs are useful to get directions by administration immediately. The usage of IT Labs could contribute to radical changes in school management.

Conclusions

Perceptions of teachers were determined regarding the use of computers in IT Labs established in schools of Punjab. The earlier studies were conducted to evaluate the effect of computer on academic achievements and there are few studies in which barriers to use computer in teaching and instruction has been discussed. Mostly teachers want to use computer but they have lack of knowledge to use the computer.

Teachers do not use computer because of shortage of time and knowledge of computer. No doubt, it demands time to prepare lesson using instructional technology, so the curriculum should be improved according to the needs of this age. A large amount was deputed for computer Labs in Punjab, but half of the teachers are not using labs due to lack of training about the use of computers. IT teacher is a person who can train the teachers and staff but it needs planning. IT Lab Project is a good initiative of government of Punjab. IT Labs are useful for school administration but most of the clerical staff is not trained and IT teachers are involved in official and clerical work. There is load of work and burden on IT teacher and he has to teach all the classes at secondary schools. All the teachers should be given training. Teachers can play important role to get full benefits of this mega Project.

Limitations and Future Directions

This study has some limitations that create opportunities for further research. This study was conducted on teachers. Further studies may be conducted on students and education administrators. The teachers who responded to the questionnaire were 65%. It is possibility that the teachers who never used the IT Lab may not interested to

take part in study. Observations and interviews from students may be beneficial for study. Head teachers may provide more fruitful information for further study.

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Technological Pedagogical Content Knowledge (TPACK) and Preparedness of Tutors in Open and Distance Learning (ODL) for New Teacher Education Programs

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Abstract

This study aims at investigating preparedness of tutors to effectively use TPACK in the implementation of Associate Degree in Education (ADE) and Bachelors of Education (B.Ed., 4 years) programs in an open and distance learning organization. It used the conceptual framework of Technological Pedagogical Content Knowledge (TPACK) for collection of empirical data and its analysis. TPACK enables the researchers to conceptualize technology in its relationship with the content of school subjects and the pedagogical issues. Specifically, the study documented the characteristics of the population of tutors participating in the implementation of ADE and B.Ed. programs and assessed strength of relationship between the tutors' characteristics and their state of preparedness to use TPACK in delivering their courses. The study followed quantitative approach to address the research questions. A survey was conducted in regional centres of Allama Iqbal Open University (AIOU) Islamabad. Sample of the study was 94 tutors from 10 regional centres of AIOU. TPACK preparedness questionnaire was used as instrument to collect data from the participants. Data were analyzed using descriptive statistics. Results showed that in content knowledge, technology knowledge science tutors have sufficient knowledge and skills of use of technology integrated with content and various strategies of developing understanding of science. Although tutors' response was average on the factors of social studies, literacy and pedagogical knowledge. Mean scores of pedagogical content knowledge, technological content knowledge, technological pedagogical knowledge and technology pedagogy content knowledge reveals that tutors have less knowledge about how to choose the technology that enhance the teaching and learning approaches for a lesson. Teacher educators are not as much prepares to select the technologies to use in their classroom that support teaching learning process.

Keywords: Content knowledge, pedagogical knowledge, technological pedagogical content knowledge, teacher education in ODL

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Introduction

According to the National Professional Standards for Teachers (2009) and National Education Policy (2009) teachers should have deep understanding of technological innovations and help prospective teachers cultivate the necessary ICT knowledge and skills. This is even more important in the context of distance education provision of the teacher education programs. Allama Iqbal Open University (AIOU) is the only university offering large scale pre-service teacher education programs in the distance education mode at the national level. AIOU is also launching the Associate Degree in Education (ADE) and Bachelors of Education (B.Ed. 4 Years) [Hereafter referred to as B.Ed]. The competencies of the regular faculty as well as the associated field based tutors and resource persons in the ICT will be of critical importance in the successful implementation of these two programs.

Therefore, it is important to get a clear and evidence-based understanding of the state of preparedness of the above-mentioned human resources. The findings of this study will directly inform the steps that must be taken by the policy makers at the AIOU to meet the preparedness needs in as much as they relate to the use of ICT in distance teacher education programs. The findings of the study will also be of help to other institutions aspiring to make use of distance education as a complement to their existing regular programs in the broader area of pre-service teacher education.

Research Questions

This study was conducted to address the following research questions:

1. What are the characteristics, including the knowledge and skills in the use of ICTs in education, of the university tutors participating in the implementation of ADE and B.Ed. programs?
2. What is the state of preparedness (operationalized in terms of TPACK explained in the next section) of the tutors/resource persons?

Literature Review

Preparedness for teaching requires both content knowledge as well as pedagogical skills. Lee Shulman (1986) introduced the concept of Pedagogical Content Knowledge (PCK), defining it as knowledge about how to teach particular content. Koehler and Mishra (2005) extended Shulman's idea of PCK to include the "relationships between content knowledge (subject matter that is to be taught), technological knowledge (computers, the Internet, digital video, etc.), and pedagogical knowledge (practices, processes, strategies, procedures, and methods of teaching and learning)." Accordingly, they introduced the construct of TPCK (later called TPACK). As such, then, TPACK is an amalgam of Technological, Pedagogical and Content Knowledge to create Technical Pedagogical Content Knowledge (TPCK). As Matt

Koehler states: "At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK)" (Schmidt, Baran, Thompson, Koehler, Shin & Mishra, 2009).

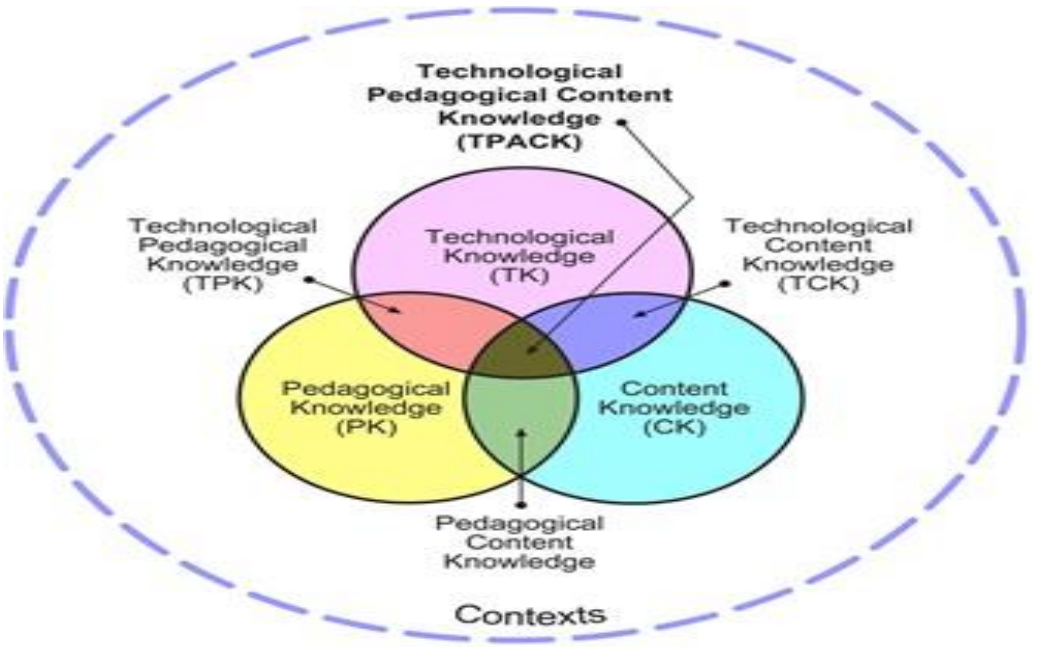

Figure 1. Schematic Diagram of TPACK

In examining how teachers should be prepared to use ICTs in teaching, TPACK addresses each of the three major components needed to ensure high quality instruction. This can be a framework for researchers to examine how these elements are currently covered and how they would need to be altered to specifically meet the ICT knowledge and skills requirement for the teachers in the A.D.E and B.Ed. programs.

After having been introduced by Mishra and Matt Koehler in 2005, the TPACK framework has been used extensively by scholars around the world to assess teacher education programs (Schmidt; et al; 2009). While numerous studies/surveys have been conducted in Pakistan to assess the ICT competencies of teachers and teacher educators, so far no study has measured ICT preparedness in terms of TPACK.

With the rise of advanced technology, innovation has turned into a vital piece of instructors' and students' lives, changing the way educators and students associate and learn in an innovative (technological) rich. Technology-based education does not

just mean providing technology (both hardware and software), but the whole process, involving teaching methods and techniques that use technology in education. The International Institute for Educational Technology (ISTE) has developed and described some of the teacher's standards. All teachers should meet these criteria and performance indicators when designing, implementing and evaluating any learning experience (ISTE, 2014).

In teacher education program, need of positive associates between technology, pedagogy and content is unavoidable. Preparation of new teachers with reference to use of technology in their teaching practice is the composite of teacher education programs (Hofer & Grandgenett, 2012).

It is considered that today's teachers must be prepared not only academically but also educational control integrated with technology. They must integrate 21st century technology in their instructions (Clark, 2013). In teacher education programs, students had different backgrounds with multidimensional potentials. Therefore, take advantage of one's strengths for the best professional development. It is suggested that building of learning communities according to specific content area, collaborative work of same teaching subject teachers and discussion sessions on technology integration into teaching would improve the teachers' pedagogical knowledge and content knowledge as well as with the effective use of technology (Chang, Hsu & Ciou, 2017).

The teacher's preparation course needs to shift from a skill-focused technical course to a technology-based pedagogy course. Today's teacher education program should provide a wealth of innovative teaching techniques for pre-service teachers (Martin, 2015). When teachers adapt technology during their instruction, students become showing more interest in learning of subject. Information and communication technology helps students to learn effectively so, it is imperative, future teacher must know the use of technology with their knowledge (Chang, Hsu, Ciou, 2017). Niess (2011) cited that Angeli and Valanides (2009) come up with two vital perceptions. First important view, they argue that the use of the term "technology" is misleading and reworded it into information and communication technology. Secondly, they expressed TPACK as a tool appealed by its users, the subject from the teacher's knowledge to reconstruct the teaching content.

This depiction was not extraordinary among all teacher educators' endeavors to depict PCK as another state of mind about information development in educating. Put forward the TPACK framework to emphasize the need to put technical knowledge in content and teaching knowledge. TPACK regards teacher knowledge as a complex and multidimensional, technology-centric approach to focus on achieving technical skills that are separated from pedagogy and content (Baran, Chuang & Thompson, 2011). TPACK includes all three forms of knowledge in the sense of interaction: technological knowledge, pedagogical knowledge and content knowledge (Dilworth et al.2012;

Mishra & Koehler, 2006). TPACK framework includes seven components: technological knowledge, content knowledge, pedagogical knowledge, pedagogical content knowledge, technological content knowledge, technological pedagogical knowledge and technological pedagogical content knowledge. They are explained as:

1. Technological knowledge: This knowledge includes all the teaching materials from the blackboard to the advanced technology. Knowledge of information processing, communication and problem solving techniques, focusing on the production and application of technology in daily life (Chang, Hsu & Ciou, 2017). In general, it refers to the various techniques used in the learning environment (Margerum-Leys & Marx, 2002). Technical knowledge is always in a state of flow - more than content and teaching knowledge. This makes it very difficult to define and get it. Mastering the latest trends in technology development is apt to become a ravenous teacher (Harris, Mishra & Koehler, 2009).
2. Content knowledge: Content knowledge is about learning or teaching the subject of knowledge, including, for example, secondary school science, high school history, undergraduate art history or graduate class astrophysics. The nature of knowledge and investigation is very different in the field of content, and it is important for teachers to understand the disciplines "thought habits" that are adapted to the subject they teach. This type of knowledge is about the subject area of teacher guidance. It contains terms, concepts, philosophies, theories and applications specific to the content area, such as mathematics, biology, and history. Individuals without such knowledge may have misunderstandings or misleading facts about the unit (Sahin, 2011; Koehler & Mishra, 2009).
3. Pedagogical knowledge: The pedagogical knowledge as the main area of teacher knowledge, and the PCK field explains the pedagogical knowledge that is particularly suitable for specific content areas. This knowledge includes teaching strategies for explaining individual learning needs and presenting themes (Sahin, 2011; Kanuka, 2006). Learn about teaching methods and processes such as classroom management, assessment, curriculum development and student learning (Baran, Chuang & Thompson, 2011).
4. Pedagogical content knowledge: It refers to the practitioner knowledge required to develop and provide specific instructions for effective content (Shinas et al., 2013). It is different for a variety of content areas because it integrates content and pedagogy to develop better teaching practices in the content area (Baran, Chuang & Thompson, 2011). It deals with the teaching process, and combines content and pedagogy to develop teaching practice in the field of subject content (Liu, 2013).
5. Technical Content Knowledge: Knowledge of appropriate technical content and how technology and content affect and constrain each other (Jaipal-Jamani, Figg, Gallagher, Scott & Ciampa, 2015; Koehler & Mishra, 2008). Clark (2013) argues

that technical content knowledge must be flexible, inventive and adaptively so that teachers can manage, guide and apply technology in a concrete way.

6. Technological Pedagogical Knowledge : According to Apau (2017), It is about there are a number of tools for specific teaching tasks, the ability to choose teaching tools based on their applicability, the use of teaching tools, and the prerequisites for knowledge of technical teaching. For Owusu (2014), implementation of different teaching methods by using technological knowledge is refers to as TPK. With the use of technology teaching and learning, including the existence of a variety of technology knowledge, components and capabilities, in turn, learn how teaching can change with the use of specific techniques. Technological pedagogical content knowledge (TPACK): Knowledge and understanding of the interaction between CK, PK and TK when using technology for teaching and learning (Baturay, Gokcearslan & Sahin, 2017; Schmidt; et al; 2009). Combining technology with education requires a strong technical, pedagogical and content knowledge. Thus, teachers should combine technology and pedagogy with the courses they use in the learning environment . It includes understanding the complexity of the relationship between students, teachers, content, practice and technology (Archambault and Crippen, 2009). In any content area, teachers integrate technology into the knowledge needed in teaching. Teachers with TPACK make an intuitive understanding of the complex interactions between the three basic components of knowledge CK, PK and TK (Baran, Chuang & Thompson, 2011).

Contribution of this paper to the literature

- It identified teachers' assessment beliefs which need to be aligned with assessment practices through intervention in form of in-service trainings.
- It identified the weak areas of teachers in assessment practices which could be strengthen through in-service trainings
- Teachers can prepare themselves which indirectly will contribute to students' academic achievement and the planners would be in the position to plan in respect of the context.

Research Design

The research questions lend themselves to a quantitative approach consisting of the use of the structured survey instrument. This study was a primary data based study. Survey methodology is justified as it has been used extensively by other scholars to measure the state of preparedness of teachers in terms of TPACK (Schmidt; et al; 2009).

Population

The study was conducted in AIOU's system; therefore the population of the study was the tutors associated with the implementation of ADE and B.Ed programs. The population included university based teaching faculty (N1=35) and all other registered tutors (N2=5881). The total population of the study was N= 5916. The population was scattered across the country (36 Regions) of AIOU operating in Pakistan.

Sampling

Stratified random sampling technique was used to select sample of the study. Each region was taken as stratum. Stratified sampling entails first dividing the population into non-overlapping subpopulations called strata that together comprise the entire population and then drawing an independent sample from each stratum. If the sample in each stratum is a simple random sample, the whole procedure is described as stratified random sampling. Numerous reasons may be given as justification for stratified sampling. First, stratification is used to increase the precision of population estimates. To understand the potential for gain in precision that may be achieved with stratification.

Sample Size

20% (Male and Female as per their proportion in the population n=1212) of the sample from each stratum was drawn. Sample was recruited through the data bank and regional offices of AIOU. Sample size (n=1212) shows level of confidence on results is more than 95%. All members of university based teaching faculty (N1) were included in sample. The total number of the tutors from ten (10) regions was ninety four (94).

Instrument

This was a primary data based study. An existing survey questionnaire for measurement of TPACK was used in the study (Annexed). The instrument was prepared by the TPACK pioneer team at the Michigan State University and has already been standardized and tested_for its reliability and validity (Schmidt et al., 2009). Technological Pedagogical Content Knowledge attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge.

The study was used standardized survey instrument to collect:

- Demographic data – such as age, gender, qualification, experience, as well as prior familiarity with the use of ICTs.
- TPACK data from sample of the study.
- TPACK questionnaire consisted of seven factors which were Technology Knowledge (TK), Content Knowledge (CK), Pedagogical Knowledge

(PK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge and three subjects, that is, social studies, science and literacy were selected which the used to relate with TPACK. Total items in the questionnaire were forty seven and six items were related to demographics of the participants.

Results

Data collected through surveys was analyzed using SPSS for descriptive Statistics. Appropriate coefficients were computed to determine the strength of relationship between various characteristics and the levels of preparedness measured in terms of TPACK.

Table1

Demographic information of the participants

Variables	Male		Female	
	Frequency	%	Frequency	%
Age				
25-30 years	5	9.4	8	19.5
31-35 years	3	5.7	7	17.1
36-40 years	4	7.5	9	22
41-45	16	30.2	8	19.5
46 & above	25	47.2	9	22
Academic Qualification				
B.A/B.Sc	0	0	0	0
M.A/ M.Sc	44	83	38	92.7
M.Phil	7	13.2	2	4.9
Ph.D	2	3.8	1	2.4
Professional Qualification				
B.Ed	8	15.5	4	9.8
M.Ed	41	77.4	36	87.8
M.Phil	3	5.7	1	2.4
P.hD	1	1.9	0	0
Experience as AIOU Tutor				
Less than 5 years	8	15.1	15	36.6
5-10 years	16	30.2	14	34.1
11-15 years	15	28.3	8	19.5
More than 15 years	14	26.4	4	9.8
Total	53	56.4	41	43.6

There were 94 tutors from ten regions participating in this study. As indicated in the table 1, 56.4% (53) of the participants were males and 43.6% (41) were females. There were 36.3% tutors of age 46 and above. Although, 82(87.2%) participants academic qualification were M.A/M.Sc, 9.6% were M.Phil and only three participants were Ph.D. degree holders. However, 31.9% tutors have a 5-10 years' experience as AIOU tutor, 24.5% participants have less than five years' experience and only 18 tutors have experience of more than 15 years.

Table 2

Distribution of the subject on the basis of gender among districts

District	No. of selected teachers		Total
	Male	Female	
Chakwal	5	5	10
Faisalabad	6	2	8
Bahawalpur	4	6	10
Abbottabad	5	5	10
Karachi	5	5	10
Rawalpindi	5	5	10
Dera Murad Jmali	8	0	8
Swat	4	6	10
Islamabad	6	2	8
D.G Khan	5	5	10
Total	53	41	94

Table 2 present the distribution of participants based on gender among districts. There were 94 respondents, ten participants from each of the districts, Chakwal, Bahawalpur, Abbottabad, Karachi, Rawalpindi, Swat and DG Khan. However, there were eight respondents from each of these areas, Faisalabad, Dera Murad Jamali and Islamabad.

Table 3
Factors contributing towards tutors' knowledge of teaching and technology

Factors	*Mean*	*SD*
Technology Knowledge	4.08	.744
Content Knowledge	4.11	.793
Social Studies	3.87	1.24
Science	4.08	.993
Literacy	3.76	1.30
Pedagogical Knowledge	3.59	1.18
Pedagogical Content Knowledge	2.52	1.09
Technological Content Knowledge	2.20	.666
Technological Pedagogical Knowledge	2.28	1.09
Technology Pedagogy and Content Knowledge	2.29	.969

Table 3 presented the mean values of factors contributing towards tutors' knowledge of teaching and technology. High mean values of factors: content knowledge (M=4.11, SD=.793), technology knowledge (M=4.08, SD=.744) and science (M=4.08, SD=.993) shows tutors have sufficient knowledge and skills of use of technology integrated with content and various strategies of developing understanding of science. Although, tutors respond average on the factors of social studies, literacy and pedagogical knowledge. Mean scores of pedagogical content knowledge (M=2.52,SD=1.09), technological content knowledge (M=2.20,SD=.666), technological pedagogical knowledge (M=2.28, SD=1.09) and technology pedagogy content knowledge (M=2.29, SD= .969) reveals that tutors have less knowledge about how to choose the technology that enhance the teaching and learning approaches for a lesson. Teacher educators are not as much prepare to select the technologies to use in their classroom that enhance what they teach and how they teach and what their students learn.

Table 4
Comparison of Male and Female Tutors' Opinion about Factors Contributing Towards Knowledge of Teaching and Technology

Factors	Male		Female		*t*.value	Sig.
	Mean	*SD*	*Mean*	*SD*		
Technological Knowledge	4.13	.776	4.01	.705	.773	.441
Content Knowledge	4.12	.803	4.10	.790	.121	.904
Social Studies	3.93	1.16	3.78	1.34	.573	.568
Science	4.16	.741	3.99	1.25	.829	.409
Literacy	3.98	.979	3.47	1.59	1.77	.082
Pedagogical Knowledge	3.77	1.05	3.37	1.31	1.58	.117
Pedagogical Content Knowledge	2.27	.954	2.84	1.18	-2.47	.015*
Technological Content Knowledge	2.05	.572	3.84	1.18	-2.48	.015*
Technological Pedagogical Knowledge	2.04	.921	2.60	1.21	-2.46	.016*
Technology Pedagogy and Content Knowledge	2.16	.841	2.46	1.10	-1.451	.151

* $p<0.05$

Table 4 reveals that there is no significance difference in mean score of male and female tutors' responses on the factors of technological knowledge, content knowledge, social studies, science, literacy, pedagogical knowledge, pedagogical content knowledge and technological pedagogy and content knowledge. Whereas, there is significance difference in mean score of male and female respondent on the factors of pedagogical content knowledge, technological content knowledge and technological pedagogical knowledge.

Conclusion and Discussion

In today's more connected and more collaborative world the impact of new technologies on teaching and learning demands a pedagogical shift. Teacher educators are not as much prepared to select the technologies to use in their classrooms. This study was conducted to check the preparedness of tutors' to use TPACK model in their teaching. The study results revealed that in Content Knowledge, Technology Knowledge, science tutors have sufficient knowledge and skills to integrate technology with content and design different strategies to teach science subject. Tutors of science mostly integrate technology in their teaching. They create the link between content, technology and pedagogy to enhance the understanding of students.

On the other hand study found the contrary results about the preparedness of tutors' of social sciences to use TPACK model in their teaching. They display average response towards the factors of social studies and pedagogical knowledge. Results

about Pedagogical Content Knowledge , Technological Content Knowledge, technological Pedagogical Knowledge and Technological Pedagogical Content Knowledge indicate that tutors' did not had proper training and resources to use technologies in their teaching (Guzey, & Roehrig, 2009; Zhou, Zhang & Li, 2011 & Apau, 2017). Contrary results were found in the studies conducted by Owusu, 2014 and Oz's, 2015 as cited in (Apua, 2017) and concluded that pre service teachers could choose and apply different type of technologies that were helpful for different teaching activities.

The findings of the study concluded the lack of tutors' preparedness towards the use of TPACK framework in their teaching. Tutors display poor skills and techniques in integrating technology with content and pedagogy.

Recommendations

Keeping the conclusions in view, following recommendations are given to improve the situation:

- Pedagogical shift is needed to execute new teacher education programs effectively.
- Training on technological pedagogy should be given in multiple phases.
- Workshops on TPACK model may be conducted especially for teachers in social sciences subjects.
- Tutors in open and distance learning may be equipped with skills to use content with suitable technology to practice TPACK in the classroom.

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Exploring External Expectations of Newly Entrants in University of the Punjab, Lahore

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Abstract

This survey-based research was carried out to identify external expectations of newly entrants in University of the Punjab (PU), Lahore. The sample comprised 50% population of PU, Quaid-e-Azam Campus, drawn randomly from seven faculties. Two departments were randomly selected from each sampled faculty. Data were collected from 630 students of sampled departments through self-developed questionnaire. Instrument's validity was ensured by experts' opinions while internal consistency was established at 0.834. Independent sample t-test and one-way ANOVA were used to analyze the data. Results revealed that there was a significant gender-wise difference in external expectations and its three sub-factors i.e. institutional reputation (IR), learning environment & study timing (LEST), and availability of resources (AR). However, there was no significant difference in the external expectations and its three sub-factors in terms of age and experience of the students who were working in any organization. Furthermore, external expectations by sub-factors i.e. LEST and AR had significant difference except sub-factor IR. The study recommends that there is a need to encourage family and personnel to attend information sessions and workshops held by the institution which may be helpful for them to understand their children's external expectations and also help children to perform their tasks effectively.

Keywords: Newly Entrants, External Expectations, institutional reputation, learning environment & study timing, availability of resources

Introduction

In today's competitive and modern society, individuals seem to be unsatisfied with their fundamental education and decide to get higher education because according to them, higher education play the significant role in providing quick responses to various societal problems, nations building (Calder, 2003) and in order to educate the individuals of society (Beringer, Malone & Wright, 2006). Howard (2005) stated that

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expectations are drawn from individuals' past experiences and are the dominant interpreter of their future behavior. According to Toor (2003), students are tomorrow's leader and after completion graduation, they have several expectations regarding their desired career.

Kreig (2013) demonstrated that newly enrolled students have various idealistic expectations when they enter into institution for higher education. If students' expectations are not fulfill then they feel unsatisfied and unhappy about their decision of getting higher education. Miller, Bender and Schuh (2005) found a number of few studies which are relevant to the expectations of university students. They also identified that if expectations of newly enrolled students are familiar with their previous experiences then they are more likely to continue to degree completion. But if their expectations are not satisfied then they feel regret for their choice of getting higher education.

Students enter at university level with a lot of external expectations in mind about what they should be supported by the institutions and provide the opportunities for challenging learning and nourish their all types of domain (Jackson, Pancer, Pratt, & Hunsberger, 2000; Smith & Wertlieb, 2005). Hearn (1984) found the most significant perspectives which encourage students to get higher education. Firstly, they put emphasis on how students make decision about college selection. Secondly, they emphasize on institutional characteristics i.e. distance from availability of financial aid, quality of programs, distance, distance cost, and size.

The previous researches on students' external expectations of getting higher education identified various factors such as institutional culture capital (Kahlenberg, 2004; Kirst & Venezia, 2004), financial concerns (Ellwood & Kane, 2000; Temple, 2009), institutional location, cost of education, institutional facilities, and learning environment (Baharun, Awang & Padlee, 2011), Geography constraints (Niu & Tienda, 2008), campus safety and flexibility (Espinoza, Bradshaw & Hausman, 2002) university reputation, community relationship and consistency (Punnarach, 2004), institutional location, non-academic services and scholarship (Drewes & Michael, 2006), geographical location and institutional reputation (De Jager & Du Plooy, 2006), academic facilities such as library facility (Cosser & Toit, 2002), study timing (Kuh, 2007), personal characteristics, campus surroundings, facilities, and academic quality (Sidin, Hussin, & Soon, 2003).

There are the most five elements which encourage students for the selection of higher education institutions such as personnel cooperation and awareness, economic considerations, social opportunities, research activities, and institutional size (Bajsh & Hoyt, 2001; Espinoza et al., 2001). There are three important elements which inspire students to be enrolled at university level such as news coverage and university rating/reputation (Arpan, Raney & Zivnuska, 2003). De Jager and Du Plooy (2006)

stated that an institution academic reputation affect the prospective pupils' attitude and the image that will influence pupils' readiness to take decision about getting admission in university. They also found that institutional decision for higher education of undergraduate students influence by institutional reputation. In other word, an institutional reputation is more important than institutional actual quality.

Pithers and Holland (2006) stated that students' expectations have significant difference with their experiences. As students spend time at university, unrealistic expectations of students have been developed. Their unrealistic expectations may also arise because institutions more care about institutional expectations rather than students' expectations. According to Mbawuni and Nimako (2015), there are several factors that underpin students' choices of higher education institutions such as institutional characteristics such as educational policies and school location, curiosity and aspirations, student background characteristics, social environment, finance of education, educational achievement, reputation and climate of institution.

The above literature identifies that external expectations play to vital role in making decision about getting admission for higher education at university level. The purpose of the current study was to identify the newly entrants' external expectations in University of the Punjab Lahore. The current study was helpful in developing staff-students and teacher-students relationship, improving the ratios degree completion, improving undergraduate students/university GPA and improving enrollment rates of undergraduate students.

Conceptual Framework of the Study

After reviewing the existing literature, the researcher developed a conceptual framework in order to understand the most relevant external factors which might influence the preferences of new students in getting admission at higher education institutions. Furthermore, combining the findings from existing literature and collected data through questionnaire, few factors of external expectations were initially obtained. These factors are described in the conceptual framework for this study, which are institutional location, net cost of education, institutional support student support, learning facilities of the institution and quality of lecture, quality of teaching, attachment to the institution, reputation of the institution, uniqueness of the programmes offered, attitude towards the institution as a whole, and curiosity to school in different environments to pursue further studies in the institution. The researchers considered two research objectives in order to achieve the desired purpose of the present study which are given below:

1. To investigate the newly entrants' external expectations (EE) on the basis of demographic variables (gender, age, experience and socio-economic status).

2. To investigate the (EE) by factors (institutional reputation, learning environment and availability of resources) of newly entrants on the basis of demographic variables.

Research Questions of the Study

To fulfill the above objective, following research questions were formulated:

1. Is there any significant difference between external expectations (EE) and gender?
2. Is there any significant difference between external expectations (EE) and age?
3. Is there any significant difference between IR, LEST, AR and gender?
4. Is there any significant difference between IR, LEST, AR and age?
5. Is there any significant mean difference and variation between newly entrants' external expectations (EE) and experience?
6. Is there any significant mean difference and variation between newly entrants' external expectations (EE) and socio-economic status?
7. Is there any significant mean difference and variation between newly entrants' external expectations by factors (IR, LEST & AR) and experience?
8. Is there any significant mean difference and variation between newly entrants' external expectations by factors (IR, LEST & AR) and socio-economic status?

Delimitation and Limitations of the Study

Due to time and financial constraints, the current study was delimited to the newly enrolled students at University of the Punjab, Lahore. Since the age level of all the students at undergraduate level is nearly the same and majority of them join public sector universities belong to average socio-economic status, therefore the results of the study can be generalized at higher education level, especially in the public sector HEIs.

As regards the limitation, the researchers faced difficulty to seek permission from the sampled heads of departments for data collection from their students. Furthermore, since undergraduate students were not exposed to importance of the research, so that they were not inclined to respond to the questionnaire; to many the researchers approached many times to fill in the questionnaires. Those who filled in the questionnaire; might be there the question of reliability of information they provided.

Methodology

This survey-based research study was designed to identify the external expectations (EE) of newly entrants at University of the Punjab (PU) of district Lahore. Faculties, departments and students from PU were selected by the researchers with the using multi-stage sampling technique. First of all, the researchers selected seven faculties from Quaid-e-Azam Campus of the University by using stratified random sampling technique which was comprised of 50% of the whole population. Secondly, two departments were drawn randomly from each faculty and then 30 students from

each morning and evening programmes were selected. Faculty of Commerce had only one department of commerce, therefore, the researchers selected 13 departments, 630 students in total, as shown in table 1.

Table 1

Population and sample of the study

Category	*Population*	*Sample*
Faculties (PU)	13	7
Departments	71	13
Students	20,745	630

Source: Fact book of University of the Punjab, 2015

Table 1 represents that at the time of study, there were 13 faculties in the University of Punjab, out of which seven faculties were selected at random. A total of 20,745 students were studying in various departments of the seven sampled faculties in New Campus (Quaid-e-Azam campus) at the time of data collection, bu out of which 630 students (189 boys & 441 girls) were selected on the basis of willingness and availability to participate in the research study.

The researchers developed a questionnaire for sampled students. This questionnaire comprised two sections i.e. demographic information, and 22 closed-ended items which were developed at 5 point Likert type scale ranging for strongly agree (SA) to strongly disagree (DA) by reviewing the relevant literature. This instrument was based on three indictors such as IR (Institutional Reputation), LEST (Learning Environment and Study Timing) and AR (Availability of Resources). In the light of six experts' comments instrument was validated and improved in terms of format, style and language. 70 students were selected for piloting to ensure instrument's reliability which was Cronbach Alpha 0.834. Mean scores of respondents were calculated using descriptive statistics. Inferential statistics (independent-sample t-test and one-way ANOVA) were used to determine external expectations of the newly entrants of University of the Punjab, Lahore.

Data Analysis and Results

Descriptive and inferential statistics were applied to analyze students' questionnaire. According to the research hypotheses, the analysis of the study is presented below:

RQ1: Is there any significant difference between external expectations (EE) and gender?

Table 1

Comparison of newly entrants' EE regarding gender

Variables	Gender	N	M	SD	t-value	df	sig(2- tailed)
External Expectations	Female	441	85.69	11.65	-2.838	628	.005
	Male	189	82.65	12.62			

Independent samples t-test was applied to explore the external expectations (EE) of newly entrants regarding gender. The scores of female (M=85.69, SD=11.65) and male (M=82.65, SD=12.62); t (628) =-2.838, p = .005 have significant difference with EE at $p \leq 0.05$ level of significance. Hence, it is revealed that gender has significant difference with EE towards getting admission for higher education at PU, Lahore.

RQ2: Is there any significant difference between IR, LEST, AR and gender?

Table 2

Comparison of newly entrants' EE by factors regarding gender

Variables	*Gender*	*N*	*M*	*SD*	*t-value*	*df*	*sig(2-tailed)*
IR	Female	441	15.69	2.879	-2.242	628	.025
	Male	189	15.12	3.038			
LEST	Female	441	34.19	5.022	-2.906	628	.004
	Male	189	32.87	5.666			
AR	Female	441	35.81	5.322	-2.434	628	.015
	Male	189	34.66	5.731			

An independent-samples t-test was applied to explore the institutional reputation (IR), learning environment & study timing (LEST) and availability of resources (AR) of newly entrants (NE) regarding gender. The scores of male and female at $p \leq 0.05$ level of significance have statistically significant difference with all three factors (IR, LEST and AR) of EE at $p \leq 0.05$ level of significance. Hence, it is revealed that gender has significant difference with IR, LEST & AR towards getting admission for higher education at PU.

RQ3: Is there any significant difference between external expectations (EE) and age?

Table 3

Comparison of Newly Entrants' EE Regarding Age

Variables	*Employment Status*	*N*	*M*	*SD*	*t-value*	*Df*	*sig(2-tailed)*
External Expectations	20 or Less	560	84.92	12.00	.798	628	.425
	21-25	70	83.70	12.26			

Independent samples t-test was applied to explore the external expectations (EE) of newly entrants regarding age. The scores of 21-25 years students (M=83.70, SD=12.26) and 20 or less years students (M=84.92, SD=12.00); t (628) =-.798, p = .425 have no significant difference with EE at $p \geq 0.05$ level of significance. Hence, it is revealed that 21-25 and 20 or less NE has no significant mean difference with EE of newly entrants in deciding to get admission for higher education at PU.

RQ4: Is there any significant difference between IR, LEST, AR and age?

Table 4

Comparison of Newly Entrants' EE by Factors Regarding Age

DV	*Age*	*N*	*M*	*SD*	*t-value*	*df*	*sig(2-tailed)*
IR	20 or Less	560	15.56	2.900	.954	628	.340
	21-25	70	15.20	3.224			
LEST	20 or Less	560	33.83	5.241	.453	628	.651
	21-25	70	33.53	5.391			
AR	20 or Less	560	35.53	5.498	.806	628	.421
	21-25	70	34.97	5.245			

An independent-samples t-test was applied to explore the institutional reputation (IR), learning environment & study timing (LEST) and availability of resources (AR) of female and male newly entrants (NE). The scores of 20 or less age group and 21-25 age group had significant difference with all three factors (IR, LEST and AR) of EE at $p \leq 0.05$ level of significance. Hence, it is revealed that 20 or less and 21-25 years students who are newly enrolled at University of the Punjab had statistically no significant mean difference with IR, LEST and AR towards getting admission.

RQ5: Is there any significant mean difference and variation between newly entrants' external expectations by factors (IR, LEST & AR) and experience?

Table 5

One- way ANOVA Summary Table for NE Regarding Experience about EE by Factor

	Variables	*Groups*	*df*	*F*	*Sig.*
Experience	IR	Between	2	2.170	.115
		Within	627		
		Total	629		
	LEST	Between	2	.834	.435
		Within	627		
		Total	629		
	AR	Between	2	.630	.533
		Within	627		
		Total	629		

A One-way ANOVA was applied to explore newly entrants' external expectations, as measured by institutional reputation (IR), learning environment and study timing (LEST) and availability of resources (AR) in deciding to get admission at University of the Punjab. Experience had no significant difference with IR, LEST and AR [F (12, 629) = 2.170, p = .115], [F (12, 629) = .834, p = .435] and [F (12, 629) = .630, p = .533] at $p \leq 0.05$ level of significance in terms of experience. Hence, it is revealed that experience has no significant mean difference with IR, LEST and AR of newly entrants.

RQ6: Is there any significant mean difference and variation between newly entrants' external expectations by factors (IR, LEST & AR) and socio-economic status?

Table 6 (a)

One way ANOVA Summary Table for NE Regarding Socio-economic Status about EE by Factor

	Variables	*Groups*	*df*	*F*	*Sig*
SES	IR	Between	3	.518	.670
		Within	626		
		Total	629		
	LEST	Between	3	3.951	.008
		Within	626		
		Total	629		
	AR	Between	3	4.610	.003
		Within	626		
		Total	629		

A One-way ANOVA was applied to explore newly entrants' external expectations, as measured by institutional reputation (IR), learning environment and study timing (LEST) and availability of resources (AR) in getting admission at PU. Socio-economic status had significant difference with LEST and AR [F (12, 629) = 3.951, p = .008] and [F (12, 629) = 4.610, p = .003] instead of IR [F (12, 629) = .518, p = .670] at p≤0.05 level of significance in terms of socio-economic status. Hence, it was concluded that income has statistically significant difference with AR and LEAST instead IR of newly entrants.

Table 6 (b)

Post- hoc Test of Difference among Socio-economic Status (SES) of PU by Factor LEST and AR

SES	*SES (a)*	*SES (b)*	*Mean Difference*	*P*
LEST	25,000 or less	56,000 to 85,000	1.58452*	.038
		86,000 or more than	1.95980*	.019
AR	26,000 to 55,000	86,000 or more than	1.92721*	.030

Post- hoc test (Tukey HSD) was applied to explore the mean difference with LEST and AR of newly entrants to get admission at PU in terms of socio-economic status. Thus, the results of post-hoc test revealed that LEST of NE who belongs to 25 or less has significant difference with those students who belong to 56,000 to 85,000 & 86,000 or above socio-economic status at p≤0.05 level of significance. However, the result of post-hoc test revealed that AR of NEUS who belonged to 26,000 to 55,000 has significant difference at p≤0.05 level of significance with those students who belonged to above 86,000 socio-economic statuses.

Discussion

The present study showed that gender has significant difference regarding institutional reputation (security and culture), learning atmosphere and financial aid availability. Similar finding was also revealed in a study conducted by Mansfield (2005). Another finding of the present study was that availability of resources influence female students more than male students and hence gender-wise significant difference was found at 0.05 level of significance regarding availability of resources. The present study is also related to the study of De Jager and Du Plooy (2006) which indicates that majority of female students give emphasis on institutional reputation/security.

The present study concluded that both male and female students put more emphasize on academic reputation of an institution. Institutional reputation has a huge

influence on the attitudes of potential students and the image that will impact on a student's willingness to apply to that institution for enrolment to get higher education. It has been said that an institution's actual quality is often less important than its reputation for quality, because it is their perceived excellence which guides the decisions of prospective students. This finding of the present research study supports to the study conducted by De Jager and Du Plooy (2006).

The present study showed that female students have higher mean values in the factor of Institutional Reputation than male students. On the other hand, the researchers of the present study found that both male and female students put emphasis on flexible study timing and academic reputation. The present study investigated that male give preference to availability of resources such as scholarship and instructional expenses. The researchers in the present study identified the factors that students should keep in mind when they decide to get higher education at university level. So, both male and female students mostly prefer those higher education institutions which are situated nearer to their home because this might be the reason of increasing additional cost of traveling, living and so on. The same findings were also revealed by Wiese, Van Heerden and Jordaan (2010).

The present study found that newly entrants' external expectations have no significant relationship with economic status. Similar findings were also revealed that external expectations have a powerful influence on newly entrants towards getting admission at university level to get higher education. The same findings were also drawn in the previous research studies of Litten (1982), Manski (1983) and Jackson (1986). Students' attitudes towards institutions, type of institution they attended, motivation (hours expected to study) and economical status differences accounted for little variance in expectations. The same findings were also found in a study conducted by Kuh, Gonyea and Williams (2005).

The newly entrants who experienced have higher expectations regarding institutional experience and environment. The researchers also investigated that study timing (mode of study) has no significant difference with newly entrants' external expectations. They also indicated that mode of study (study timing) influence newly entrants external expectations. This finding of the present research study contradicts to the study conducted by Stevenson and Sander (1998).

Conclusion and Implications

The purpose of the present study was to identify the external expectations of newly entrants in University of the Punjab, Lahore. Findings of the study revealed that there was a significant gender-wise difference in overall external expectations and its sub-factors three factors i.e. institutional reputation, learning environment, and availability of resources. However, there was no significant difference in the overall external expectations and its three sub-factors on the basis of age and experience of the

students who were also working in any organization. Furthermore, external expectations by factors i.e. LEST and AR had significant difference except sub-factor IR. This study recommends that there is a need to encourage family and personnel to attend information sessions and workshops held by the institution which may be helpful for them to understand their children's internal expectations and also help their children to perform their tasks effectively.

Data were collected from newly entrants of one Public Sector University to fulfill the purpose of the study. It is suggested that the same study may be conducted in Private Sector University and on a large scale in future. The current study consists of some of the demographic variables such as day scholar and hostelite, morning/regular and replica/self-supporting programmes, students' socio-economic background etc. In future, the same research study may be conducted on other demographic variables.

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Analysis of Education Occupation Mismatch at Pakistani Educational Institutions

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Abstract

Education-occupation mismatch directly or indirectly affects the professional development and performance of employees. The current study aimed to explore the determinants of three type of occupation and job mismatch; field of study mismatch, education mismatch and qualification mismatch between admin and teaching staff of educational institutions in Pakistan. The sample selected through convenient sampling technique consisted of 181 respondents from schools, colleges and a university. Worker Self-assessment (WSA) and Job Analyst (JA) methods were used for the measurement of education-job mismatch while subjective approach was applied to measure qualification mismatch. Multinomial Logistic Regression was applied to estimate the determinants of qualification job-mismatch and education-job. The results revealed that the respondents' age, monthly income, location and nature of job were the major determinants of job mismatch in teaching and non-teaching staff. The results of the study also indicate that majority of the teachers have jobs according to their education as compared to non-teaching staff. JA and WSA methods also show that teaching staff was under and over-educated. As regards qualification-mismatch, the majority of males from admin side were under qualified while the majority of female teaching staff was over-qualified. The results show that, in the field of study job mismatch, the majority of female teachers have relevant education while the majority of males from admin side have irrelevant education from their occupation. The phenomenon of field of study and job mismatch exist in Pakistan; therefore, policy makers should take care of these matters while planning for providing education.

Keywords: Educational mismatch, occupation, teachers, educational institutions

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Introduction

Education is considered as a strong weapon for the development of a nation. Educated nations are dominating all over the world. The nations which invest on education with planning get better results and educated persons in society have to make extra efforts to get a better job. However, sometimes they don't find compatible job according to their qualifications. This is called educational mismatch of job with occupation. Humal (2013) found that such types of education-occupation has positive link with unemployment. Why is it happening? To answer this question, Safdar (2009) states that universities in Pakistan ignore the importance of relevancy. This mismatch results in unemployment in Pakistan. The main reason behind this mismatch is unavailability of suitable job according to the level of education which is called job-education mismatch or education mismatch. This phenomenon is mostly faced by the newly qualified graduates (Senarath, Patabendige, & Amarathunga, 2017). Nazli (2004) discussed reasons of education-occupation mismatch. These are, as meager level of information about job opportunities, poor level of information, geographical barriers, gender and race etc. Customs of Pakistani society and socio-demographic characteristics are also regarded as major constrains in the way of female's labor. Moreover, labor market is conquered by the untrained and less educated workers because of poor performance of education sector. In Pakistan hardly some literature is available that may be examined the returns to experience (Nazli, 2004).

Education mismatch, generally, refers to the deficiency of coherence between the requisite and accessible educational level for any given job (Betti, D'Agostino, & Neri, 2011). Gladwell (2008) identified the issue of mismatch first time in 1870 (Gladwell, 2008). The rational result of this issue is the presence of over educated when skills exceed the required skills and under educated workforces if skills are substandard to the required skills. Both situations have negative impact on labor market (Betti et al., 2011). The same situation is described by Nordin, Persson, and Rooth (2010).

Education-Job Mismatch

Education-job mismatch is determined by equal education by an employee required for the present post. This mismatch is classified into three categories, 1) over education 2) under education(European Centre for the Development of Vocational Training, 2010) and 3) adequately educated.

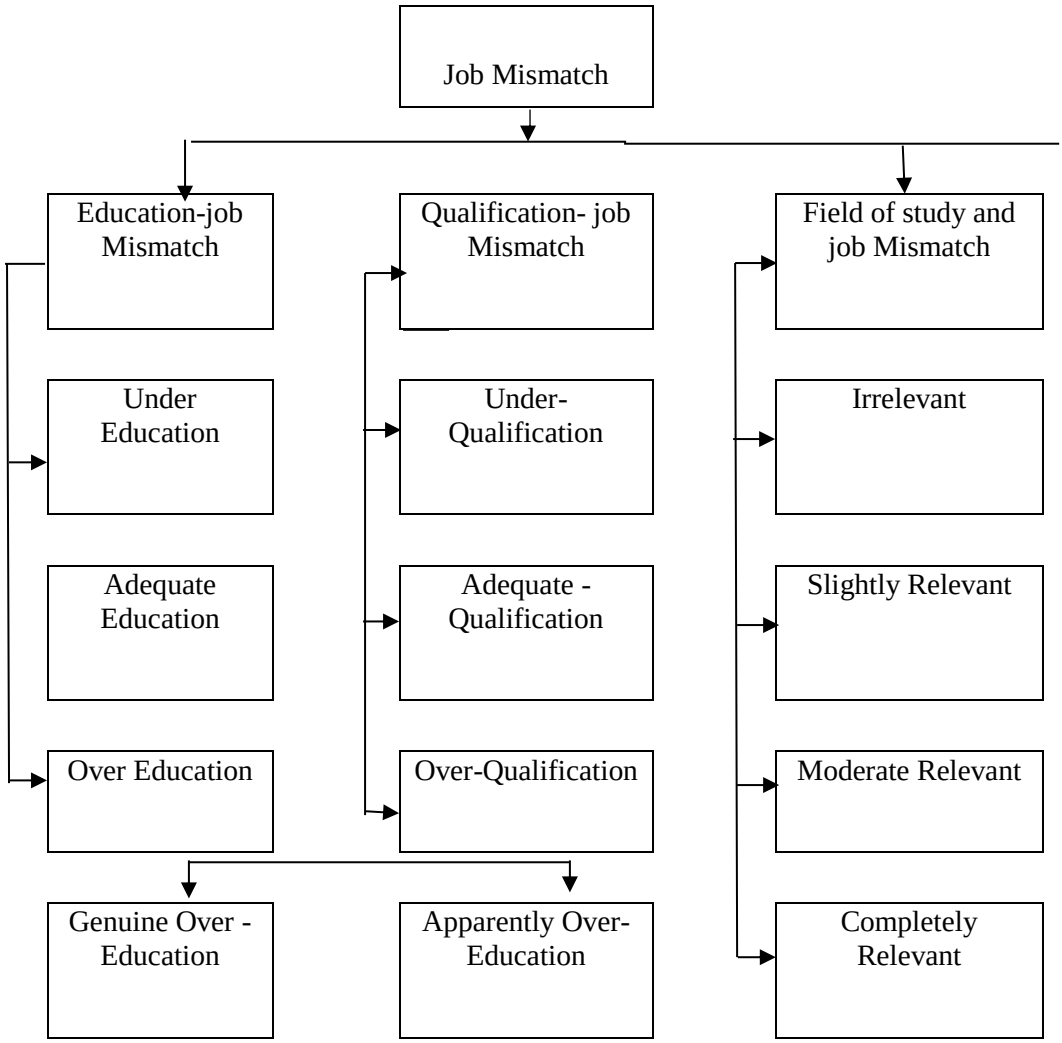

Figure 1 *Mismatch between education and occupation*

The over educated is further divided in two categories; namely 1) those who are contented over their mismatch are defined as apparently over- educated 2) and the employees who are displeased are called genuinely over-educated. A conceptual framework is drawn that is in line with Farooq (2011) in above diagram.

Three methods have been found to calculate education-job mismatch. First one is Job analyst (JA), which is an objective approach in nature. Second method is worker

self-assessment method which is a subjective approach and the third one is Realized Method (RM) which was found by and Verdugo Verdugo (1989).

JA is normative method (Flisi, Goglio, Meroni, Rodrigues, & Vera-Toscano, 2017). In JA, the professional expert of a job ranks and fix the minimum criteria for an occupation or job (Hartog, 2000). In WSA, worker himself/ herself provides information about the minimum educational requirement of the existing job (Alba - Ramirez, 1993). RM measures the education–job mismatch method with the help of two variables; occupational group of employees and years of schooling (Verdugo & Verdugo , 1989, Flisi& others, 2017).

Mismatch Regarding Qualification

Two approaches for the measurement of qualification mismatch are present in literature. The first approach namely overall qualification approach is measured by the worker‘s perception (Green & McIntosh, 2007; Badillo-Amador, Garcia-Shnchez, & Vila, 2013). The second approach namely specific approach is based by measuring the different particular attained skills acquired by the workers and the demanded skills in their present job as (Badillo-Amador et al., 2013) Lourdes, Badillo-Amador, Garcia-Sanchez, and Villa (2005) and Chevalier and Lindley (2009) stated.

Workers will be considered mismatched in qualification, when the attained qualification of the worker is less or greater than the required qualification. This is called mismatch in qualification.

The main reason behind this mismatch is that an individual cannot find suitable job according to his/her level of education. This is called job-education mismatch (Senarath, Patabendige, & Amarathunga, 2017). Many studies conducted in Europe, U.S. and Asia show that 30% to 40 % of workers have educational qualifications that do not match to the requirements of the firm (Alba-Ramirez, 1993).

Field of Study and Job Mismatch

Studies (e.g., Lourdes et al., 2005; Chevalier & Lindley, 2009) have been conducted on education and job mismatch. Very few deal with qualification mismatch but least attention is provided to field of study and job mismatch. The field of study and job mismatch deals with individual’s field of study and her/his contents of job. Robst (2007) was pioneer to discuss field of study and job mismatch The results of the Robst’s (2007) study indicate that 21% of females and 28% of males have somewhat related job whereas 21% of women and 19% of men have absolute mismatch between occupation and field of study.

Before 1980, the US and UK as developed countries started to invest greatly on the promotion of graduates. In 1960, Freeman was the first man who wrote in his research entitled ‘overeducated Americans’ (Farooq, 2011). With the passage of time

more and more emphasis is given on education. That is why various people get involved in education process. Due to this reason in many developed countries, the phenomenon of 'over education' is observed which ranges from 10 to 40% (Alba-Ramirez, 1993). A study reflecting the education occupation mismatch in Pakistan conducted by Farooq(2011) shows that one third of the Pakistani graduates have mismatch in qualifications. 50% of these are under qualified and the rest 50% are over qualified. Analysis of data also displays that 11.3% of graduates have irrelevancy to their field of discipline. The results indicate that women have more mismatch education than men in field of study.

Senarath et al., (2017) find out that economy of Sri Lanka is not able to absorb the newly passed out graduates to compatible jobs. As a result of this precarious situation, graduates are forced to take up job that were for undergraduate. Berlingieri and Erdsiek, (2012) state that overqualified graduates in Germany remain stuck to current job because of lack of job alternatives and avoidance from unemployment. Another study by Senarath and Patabendige (2014)shows that educational mismatch exists in Sri Lankan graduates. A large number of studies show that mismatch is directly related with lower earnings (Groot & Van Den Brink, 2000 ;Chevalier & Lindley, 2009) while some other studies (e.g., Badillo-Amador & Vila, 2013; Bender & Heywood, 2009); European Centre for the Development of Vocational Training, 2010) have discovered that it is associated with lower job satisfaction. Iriondo and Pérez-Amaral(2016) has avowed that over education is just a waste of resources and authorities should take action for controlling over education. Due to the scanty of research work on education mismatch in educational institutions and keeping in view the importance of matched and mismatched education, there is dire need of study which may measure this phenomenon in educational institutions in Pakistani. This study intends to measure job mismatch in educational institutions in order to find out whether this phenomenon is present in educational institutions of Pakistan. Moreover, it also aims to measure the intensity of its presence. In view the current situation, the current study aims to explore the determinants of three type of job and occupation mismatch; namely education mismatch, field of study mismatch and qualification mismatch between teaching and admin staff at educational institutions in Pakistan.

Objectives of the Current Study

This study focused to achieve following objectives

1. To measure three type of job mismatch; namely, education-occupation mismatch, field of study- occupation mismatch and qualification and occupation-mismatch among educational institutions.
2. To compare three type of job mismatch e.g. education-occupation mismatch, field of study- occupation mismatch and qualification and occupation-

mismatch among teaching and non-teaching staff among educational institutions.

3. To ascertain factors which determine the three types of job mismatch among educational institutions?

Research Methodology

The study is descriptive in nature. Teaching and admin staffs of public schools, government boys and girls degree colleges and a public university were addressed in the current study. 181 respondents i-e 20% of the population, were selected by using convenient sampling technique. A questionnaire was used as a tool for the collection of data. Reliability of the instrument was established through a pilot study where ten respondents participated in the pilot study. Calculated value of Cronbach Alpha was 0.89 that indicates high reliability rate. The current study was delimited to only educational institutions in Pakistan due to limited resources and time .The sample of the study comprised of 49.2% females and 50.8% males. The majority of respondents (88.4%) were teachers by profession while 11.6% were administrators. The majority of respondents from teaching side were females whereas most of the respondents belonging to admin side were males. 80% respondents' possessed professional qualification; namely B.Ed. With regard to the respondents' association with institutions, 66.9% belonged to schools, 18.2% were taken from colleges while 14.9 % were from university however majority of admin were from university.

Analysis of Data

The Measurement of Education-Job Mismatch

The phenomenon of education job mismatch is measured by comparing the attained education of the worker to required education by the employees. Workers are divided into three categories i-e under-educated, over-educated and adequately-educated. Empirical studies express that for the measurement of education job-mismatch three methods are used i-e Worker Self-Assessment (WSA), Job-Analyst (JA), and Realized method (RM). In this study job- mismatch is sketched only by first two methods, JA and WSA.

In JA Method, respondents provided minimum level of education demanded by the employees for the present job. In WSA method required level of education was found out by asking about their required level of education and experience for present job. E stands for definite number of years of education and E^r is required number of education for a job, while phenomenon of over education (E^o) is denoted as;

$E^{o}=E-E^{r}$ if $E>E^{r}$ and (1)

$E^{o}=0$ otherwise

Under-education (E^{u}) is measured as;

$E^{u}=E^{r}-E$ if $E^{r}>E$ and (2)

$E^{u}=0$

The Measurement of Qualification Mismatch

Qualification mismatch is measured by equating the required education and attained qualification by each employee. Employees are divided into three categories called under-qualified, over-qualified, and adequately qualified. For the measurement of qualification mismatch two approaches are used; namely, subjective approach and specific approach. In the questionnaire, the researchers asked the two questions to measure qualification mismatch by using subjective approach.

If answers of both the questions provided by the respondents were positive, they were considered over-qualified. In case respondents' answer was "Yes" to the first question and "No" to the second question, then they were declared as exactly qualified persons. However, if respondents' answers were reported negative to the first question, they were considered as under-qualified irrespective of their response to the 2nd question.

The Measurement of Field of Study and Job Mismatch

This type of mismatch is find out by using subjective approach. For this purpose the respondents were asked about the relevancy of recent job to his/her area of education. Four options i-e highly relevant, relevant, moderately relevant, slightly relevant and irrelevant were provided to respondents'. First two categories such as highly relevant and completely relevant were combined into the category of relevant field of study while the last two options; namely, irrelevant, slightly irrelevant were combined into the category of irrelevant field of study.

The Methodology to measure the Determinants of Job Mismatch

To find the determinants of three types of job mismatch following equations were used

$$MIS^{sa}_{ki}=\alpha_0+\alpha_1 I_{ki}+\alpha_2 Ed_{ki}+\alpha_3 Wk_{ki}+\mu_{2i} \quad (3)$$

$$MIS^{j}_{ki}=\alpha_0+\alpha_1 I_{ki}+\alpha_2 Ed_{ki}+\alpha_3 Wk_{ki}+\mu_{1i} \quad (4)$$

$$MIS^{q}_{ki}=\alpha_0+\alpha_1 I_{ki}+\alpha_2 Ed_{ki}+\alpha_3 Wk_{ki}+\mu_{3i} \quad (5)$$

$$MIS^{h}_{ki}=\alpha_0+\alpha_1 I_{ki}+\alpha_2 Ed_{ki}+\alpha_3 Wk_{ki}+\mu_{4i} \quad (6)$$

Third and fourth equations measure the determinants of the education-job mismatch. In this equation, MIS^{sa}_{ki} stands for education job mismatch estimated by WSA and MIS^{j}_{ki}represents the education-job mismatch measured by JA.

Fifth equation is used to measure the determinants of qualification mismatch where MIS^{q}_{ki} represents the qualification mismatch. The Sixth equation deals with the determinants of "field of study and job mismatch". In this equation MIS^{h}_{ki} represents the field of study and job mismatch. In above mentioned four equations, I_{ki} is the vector of independent variables which measures different characteristics of respondents i-e age, gender, parents education, marital status, family income etc.

Since equation three, four and five have three outcomes; therefore Multinomial Logistic Regression was applied to measure the determinants.

Table1

Education-job mismatch by using different approaches gender wise

	Measures	f	Under-educated	f	Matched	f	Over-educated	N
JA Method	Male	7	8.04	68	78.16	12	13.79	87
	Female	3	4.91	46	75.4	12	19.67	61
	Total	10	6.75	114	77.02	24	16.21	148
WSA Method	Male	8	9.03	69	80.23	9	10.46	86
	Female	9	15.25	37	62.71	13	22.03	59
	Total	17	11.72	106	73.10	22	15.17	145

The data presented in Table 1 represents the level of education –job mismatch. It shows that phenomenon of job mismatch varies by three measures. In case of over education, it is 16.21% according to JA method and 15.17% under WSA method. In case of matched education, it is 77.02% under JA method and 73.10% under WSA method. In addition, in case of under-education, it is 6.75% according to JA method and 11.72% under WSA method.

Table2

Measurement of level of education-job mismatch by using various approaches

	Measures	f	Under-	f	Matched	f	Over-	N
JA Method	Admin	3	15.8	10	52.63	6	31.57	19
	Teaching	7	5.42	104	80.6	18	13.95	129
	Total	10	6.75	114	77.02	24	16.21	148
WSA Method	Admin	3	15.78	11	57.89	5	26.31	19
	Teaching	14	11.11	95	75.39	17	13.49	126
	Total	17	11.72	106	73.10	22	15.17	145

Table 2 shows education- job mismatch between teaching and non-teaching staff. It is 16.21% in case of over education under Job Analyst method and 15.17% through WSA method. In case of under–education, it is 6.75% under JA method and 11.72% via WSA method. Matched education through JA is 77.02% and 73.10% through WSA method.

Table 3

Level of qualification mismatch

Category	f	Under Qualified	f	Accurately Qualified	f	Over Qualified	Total
Admin	8	38.09	2	9.52	11	52.38	21
teaching	27	19.01	10	7.04	105	73.94	142
Total	35	21.74	12	7.36	116	71.16	163
Female	11	14.47	6	7.89	59	77.63	76
Male	24	27.58	6	6.89	57	65.51	87
Total	35	21.47	12	7.36	116	71.16	163

With regard to qualification mismatch, Table 3 shows that in case of over qualification, 73.94% teaching and 52.38% admin staff were over qualified.77.63% females and 65.51% males were over qualified. In case of under qualifications, 38.09% administration and 19.01% teaching staff were under qualified. 27.58 % maleswhile14.47% females were under qualified.9.52% admin whereas 7.04% teaching staff were accurately qualified. As regards qualification mismatch, the results indicate that in case of over qualification, 71.16% were over qualified. 21.74%were under-qualified and 7.36%were accurately qualified.

Table 4

Field of study and job mismatch

Category	f	Irrelevant	f	Relevant	Total
Admin	9	42.8	12	57.14	21
teaching	7	5.93	111	94.06	118
Total	16	11.51	123	88.48	139
Male	12	13.63	76	86.36	88
Female	4	7.84	47	92.15	51
Total	16	11.51	123	88.48	139

Table 4 shows that 94.06% teaching staff has relevant job to their education as compared to admin staff. On the other hand, 92.15% female staff has more relevant education as compared to their male counterparts

Table 5

Determinants of Education-Job Mismatch-Multinomial Logit Model (Relative Risk Ratios)

Repressors	**Worker Self-Assessment(WSA)Approach**				**Job Analyst(JA)Approach**			
	Under/Over		**Match/Over**		**Under/Over**		**Match/Over**	
	Coef.	**Std. Error**	**Co ef.**	**Std. Error**	**Co ef.**	**Std Error**	**Co ef.**	**Std. Error**
Log of age	2.021*	.970	1.302**	.757	.716*	1.017	1.338**	.725
Age	-.103*	.073	-.050*	.041	.037**	.079	.021	.051
Nature of Job(admin=0)	-20.333**	1153.437	-18.034**	1153.436	-.686**	1.780	-1.527	1.269
Gender(female=0)	-2.169	1.350	-1.465**	.877	-.986*	1.523	-.097**	.947
Level of education in years	42.119**	49826.853	55.082**	1989.482	22.585**	2216.671	38.261**	14274.845
Experience in years	42.858**	49749.851	38.794**	1153.436	22.313	1.983	22.246**	14228.525
education required by employer	41.457	49749.850	39.121**	1153.437	23.655	1.608	22.890**	14228.525
experience required by employer	21.717	49736.478	23.224	1.741	21.438	.000	23.204**	14228.525
attained education is more or less than the required education	5.629	49956.943	19.930	.000	3.895	.000	20.326**	14228.525
Location (rural=00)	3.291**	1.881	2.801**	1.652	.046**	1.281	-.085**	.909
LRchi-2(66)			55.208				39.979	
Prob>chi2			.000				.005	
Loglikelihood			87.308				82.614	
Pseudo R^2			.418				.319	
N	181							

* represents significantat5%,** indicates significantat10%
Over education is reference category

Table 5 states that nature of job and age has influenced education and occupation association significantly in analysis. As age increases probability of being under educated and being matched with job decreases as compared to being over educated through WSA method. On the other hand, chances of being under educated and having matched education were greater in government jobs as compared to jobs in admin. Moreover, female odds are found to be less under or matched educated as compared to males in reference category is over education through WSA. The level of education and experience increase chances of being under and matched education. Education and experience required by the employee also enhances probability of being under or matched educated as compared to over educated in employees in the study. Through JA method, with the increase in age chance of being under educated increases and matched when reference category is taken over education and vice versa in case of matched education. As compared to males, under education and match education in female is expected to be less when reference category is over education. With the

increase of level of education and experience, probability of being under educated or matched education increases.

Table 6

Determinants of qualification mismatch

Repressors	Qualification Mismatch Approach			
	Under/Over		Match/Over	
	Co ef.	Std.Error	Co ef.	Std.Error
Log of age	-.261**	.465	.477**	.698
Age	.005**	.030	-.019**	.054
Nature of Job(admin=0)	1.242*	1.073	-.659**	1.667
Gender (female=0)	-.435**	.580	-.898*	.994
Level of education in years	16.525**	10729.163	21.220	1.750
Experience in year	14.660**	10729.163	19.031	1.499
education required by employer	17.993**	10729.163	19.220	1.094
experience required by employer	17.264**	10729.163	17.877	.000
attained education is more or less than the required education	17.140**	10729.163	1.889	8602.097
Location(rural =0)	.883*	.655	-.370**	1.206
LRchi-2(66)		20.514		
Pseudo R^2		.187		
Prob>chi2		.42		
Loglikelihood		147.410		
N		181		

The results based on qualification mismatch approach in Table 6 shows as respondents' age increases, probability of being under educated increases as compared to over education and probability of having matched education decreases as compared to over education. In admin job, chances of under education increase and matched education decreases as compared to over education in government job. Probability of females being under qualification increases as compared to male and decreases in matched education when reference category is taken over-education in both cases. As compared to urban area, the probability of residents of rural area increases under qualified as compared to over education and less matched education with occupation with reference of over education. In case of current level of education and experience in years, the probability of under education when reference category is taken over education and matched education increases as compared to over education. Years of education and experience are important determinants of job mismatch. As education in

years increases, the likelihood of under education and matched education increases when over education is taken as reference category. With the increase of years of experiences, the chances of under and matched education increase as compare to over education.

Discussions and Conclusions

The results of the study reveal that in education sector, job mismatch prevails. This mismatch is either in the form of over education or under education.16.21% employees were over educated while 6.75% and 11.72% undereducated through JA and WSA method respectively. These results are support to the study conducted by Senarath and Patabendige (2014). Mostly staffs have match education that was calculated through JA and WSA method. In the comparison of male with females, mostly males have more matched education. Females are most likely to face over and under education as compared to males. The study of Voon and Miller (2005) supports the results of the study that most of the employees have matched or adequate education.

In connection with the comparison of education- job mismatch and nature of job, it was found that as compared to non-teaching staff, teaching staff have matched education. Mostly admin staffs have over and under education through JA method and WSA method.

As a result of qualification mismatch, it was surprised to notice that more female admin staffs have accurately matched education. The results of the study provide evidence that qualification mismatch exists in Pakistan. The results of this study are supported by the results of Farooq (2011), which show that in Pakistan 1/3 of graduates face qualification mismatch. Majority of females from admin staff was over qualified and males from admin sides were mostly under qualified. Alba-Ramirez, (1993) discusses that over educated people have less job training and experience and have high turnover than other workers. Sutherland (2012) also discusses that 38% employees in United Kingdome were over qualified and 15% don't make use of skills and knowledge they possess. The qualification mismatch phenomenon of over education exists dominantly in Pakistani education institutions. While Lourdes et al. (2005) conclude that there is qualification mismatch with 44% under education and 34% over education persons. As a result of the study regarding job mismatch, it is evident that majority of females teaching staff have relevant education and majority of men from admin side have irrelevant job. Martin, Persson, and Rooth (2008) found that 16% of men and 10% of women have field of study mismatch.

The results of the study show that age, log of age, gender, job of nature, location of the respondents, required level of education and experience for education are important determinants of the study. The results of the study also show that males have greater chances of being matched and under education. As compared to admin staff, teaching staff have matched education. The age has negative association with

qualification mismatch. Respondents from urban side are more likely to have matched education than rural side.

Recommendations

Based on the results of the study, it is suggested that there should be coordination among different stakeholders regarding demand and supply so that graduates may be produced as per requirements of various organizations. In addition, policy makers should also be activated for providing guidelines for producing the required number of graduates. As results show that the phenomenon of qualification mismatch exists in Pakistan. Therefore, the government is recommended to provide education according to the demands of various industries. Furthermore, the phenomenon of field of study and job mismatch also presents in Pakistan; therefore, policy makers should take care of these matters while planning for providing education.

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