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Life Skills Education for K-12 School Students: A Perception of Teachers

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Abstract

The key purpose of this investigation was to explore the teachers' perception the life skills for K-12 learners and to explore the difference in the opinions of private and public school teachers about essential life skills for k-12 school students. This study was quantitative and descriptive in nature. Data were collected from 390 randomly selected teachers through a self-developed questionnaire that was pilot tested and 0.82 Cronbach's Alpha reliability coefficient was determined which indicated the appropriateness of the questionnaire for further use. Data were analyzed via calculating mean scores and independent t test. The results of the study illustrated that all of the teachers possess very positive perception about every component of life skills for students but all of them emphasized significantly on coping and self-management skill which is related to personal and emotional aspects of their personality. A slight difference was perceived regarding the overall perception of male and female; private and public school teachers.

Keywords: Life skills, life skills education, teachers' perception, K-12 school students

Introduction

Life skills are comprised of cognitive, social, and personal attributes which lead students to handle their everyday challenges daringly and successfully. The term life skills education is rapidly growing as extremely important for every individual's life which enables them to solve their problems, bring change in their behavior and allow them to take initiatives and deal effectively with their life difficulties and personal matters (Life Skills-Based Education, 2014; Newman, et al., 2021). Wertalik and Kubina (2018) emphasized that individuals experience throughout their life various stages of transition e.g. starting their school, entering secondary school, after completing their education getting into employment, taking family responsibilities,

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participating in community activities and these all phases demand specific skills to successfully move through these transitional periods. Many researchers pinpoint the fact that developing essential life skills among students would help them to be as productive and optimistic citizens who would positively contribute to the development of a healthy society (Wooster & Hall, 2009; Baird, et al., 2021). These skills enable them to exhibit appropriate behavior to deal effectively with challenging situations.

Nowadays, the world is growing with diversified and challenging demands that have put learners in more complicated and challenging situations (UNICEF, 2012; Ronkainen, et al., 2021). These societies demand the key skills to furnish children at every stage so that they could be developed as self-governing individuals, productive and well-groomed citizens. This would enhance the overall quality of their lives and promote social cohesion (Duz & Aslan, 2020; Coskuner, et al., 2021). This is the demand of the time to realize the value of life skills education and effective delivery of life skills education is heavily dependent upon the capabilities and attitudes of teachers (Baela, 2009; Arasomwan & Mashiya, 2021). As the new education systems are expected which can foster positive and adaptive behaviors among students and enable them to handle their daily life challenges effectively and solve their problems independently. The teachers are considered as the key player in this whole process who could instill various life skills among students successfully. In the context of Pakistan, there is scarce work is done in this area. Although, few studies are available in literature all of them focus on life skills-based education that mostly relates life skills with health-related matters and preventive behavior for HIV/AIDs. Whereas, In a rapidly growing and challenging world the life skills education emphasized the overall wellbeing of children and require it to be part of the overall school curriculum especially for k-12 level students (UNICEF, 2017). The successful implementation of life skills education significantly depends upon the teachers' awareness, training, and professional competencies regarding these life skills. So, it would be very significant to explore the perception and awareness of teachers about the significance of life skills education particularly for K-12 students (from kindergarten to higher secondary level).

Objectives of the Research

Keeping in view the aim of the study some objectives were constructed such as:

1. To investigate the perception of teachers about the importance of essential life skills for K-12 school students.
2. To identify the difference in teachers' opinion of private and public schools about the essential life skills for k-12 school students.
3. To investigate the difference between female and male teachers regarding important life skills for K-12 school students.

Hypotheses of the Study

Following were the null hypotheses for the study:

H_{o1} There is no significant difference between the mean scores of public and private school teachers regarding important life skills education for K-12 students

H_{o2} There is no significant difference between the mean scores of female and male teachers about the importance of life skills education for students.

Significance of the Research

This study would be a great contribution for all stakeholders such as teachers, school administrators, parents, students, and community leaders by providing enrich data on the subject and create awareness among them about the significance of life skills education. This study would be a great source of useful information for the curriculum developers about how to relate instructional and assessment strategies with life skills education. Moreover, donor organizations, local government representatives, and policymakers would know about the importance of life skills education and train teachers for effective transmission of these skills among students of several age groups.

Review of Related Literature

Life Skills Education (LSE) has a long historical background that presents a comprehensive picture for the students' complete development and promotion of their good health. In the beginning, the Lifeskills was highlighted in the meeting of the Ottawa Charter for Health Promotion in 1986, where it was encouraged to adopt better choices for a healthy lifestyle. Later, the Convention on the Right of the Child (CRC) in 1989 related the term "life skill" specifically with education and emphasized that education is the only tool that can help in the development of particular life skills among young students that in turn supports for the advancement of their capacities and potential to lead their life with success (UNICEF, 2012).

The international commitments placed a significant focus on the promotion of life skills education such as the Education for All (EFA); the Millennium Development Goals (MDGs); and the Sustainable Development Goals (SDGs); where education seems like an important mean for the complete and comprehensive development of students. It was pointed out in the Dakar World education Conferences that everyone has the right to be equipped with education and essential life skills that help them to learn, to know, to do, and to live together (Life Skills-Based Education, 2014; Duz & Aslan, 2020). Life skills can be prescribed as problem-solving behavior, managing self-affairs, developing good relationships with others, corporation, self-awareness, creative thinking, resisting pressures, coping with disappointments, assertiveness, respect others, tolerance, trust, and sharing and can cover five major areas of life as, self, family, community, job, and leisure (World Health Organization, 1999; Gupta, 2021).

The Teaching of Life Skills

Various forums and organizations that have been discussing the importance of life skills for young people. One of them is WHO, which is a very prominent organization and contributing to the teaching of such abilities that are often ignored in children's education (Orodho & Abobo, 2014; Arasomwan & Mashiya, 2021). However, there is growing recognition that due to many cultural changes a lot of young adolescences are not well equipped with the essential life skills which could help them to learn how to deal with the demands and stress of life (Mudzielwana & Mulovhedzi, 2016; Pillai, 2012). Generally, it could be because of cultural mechanisms such as families and customs in which life skills are not seen as crucial or influencing factors for adolescence comprehensive development. Throughout the world, a swift growing change is seen among young people's expectations, values, and living styles that are very different from their parents and forefathers due to the cultural transformation in many countries (Rasheed, 2010; Smith, et al., 2006; Gulati, 2019).

Life skills include psychological and social competencies that equip young people with critical, problem-solving, self-management, and socialization abilities (Nasheeda, et al., 2019). The efforts must be made to inculcate life skills through formal and informal education, in schools, at home, and in societies (Munsi & Guha, 2014; Scheeler, et al., 2009). The especially educational process must focus on the development of these life skills among young people so that they can lead their life successfully and handle challenging situations effectively (Marroquín, et al., 2017). The study of Tan (2018) expressed that teachers perceive life skills development as an important task among all educational endeavors because these skills are multipurpose and transferable which can enable every individual to cope with their life challenges. They considered life skills education as an unceasing process that could be learned and utilized continuously in everyone's life.

Research Methodology

The design of the study was based on a quantitative approach following the cross-sectional survey design. A stratified sampling technique was used to select 147 male teachers and 243 female teachers from public and private K-12 schools of Sargodha district by using Slovin's formula cited by Putra (2017). Table 1 illustrates the details of male and female teachers from public and private schools.

Table 1
Sample size

	Private	Public	Total
Male teachers	46	101	147
Female teachers	98	145	243
Total	144	246	390

Quantitative data were obtained by administering a self-developed questionnaire, based on extensive literature review, and was used to collect data about the perception of school teachers regarding which life skills are essential for their students. A pilot test was conducted to calculate the reliability of the questionnaire. For this purpose data were obtained from 30 teachers from the accessed population. Using the SPSS software Cronbach's alpha coefficient reliability was calculated as 0.82 which depicted the appropriateness of the questionnaire for further data collection.

Data were analyzed by calculating the mean scores of teachers' perceptions about the importance of life skills education for students of K-12 level schools. Moreover, the differences between the opinions of private and public, male and female school teachers were analyzed by applying independent samples *t*-test concerning the expected life skills for students. Scoring norms for the questionnaire is given below:

Scoring Norms

Total item numbers: 49

Table 2
Responses and Weight for Questionnaire Items

Responses:	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
Weights	1	2	3	4	5

Table 3
The scoring range for the CRT variable

No. of Items	Negative perception	Positive perception
8	8-24	25-40

If the obtained mean score falls between the ranges 8-24 it shows the negative perception about the creative thinking/ critical thinking Life Skills (CRT) variable. But, if the obtained mean score falls between the ranges 25-40, it exhibits a positive perception of the CRT variable.

Table 0

The scoring range for the DM variable

No. of Items	Negative perception	Positive perception
8	8-24	25-40

If the obtained mean scores fall between the ranges 8-24 it shows the negative perception about the decision-making/problem-solving Life Skills (DM) variable. But, if obtained mean scores fall between the ranges 25-40, it exhibits positive perception about the DM variable.

Table 5

The scoring range for the IPC variable

No. of Items	Negative perception	Positive perception
10	10-30	31-50

If the obtained mean scores fall between the ranges 10-30 it shows the negative perception about the interpersonal/ communication life skills (IPC) variable. But, if obtained mean scores fall between the ranges 31-50, it exhibits a positive perception about the IPC variable.

Table 6

The scoring range for the SAE variable

No. of Items	Negative perception	Positive perception
9	9-27	28-45

If the obtained mean scores fall between the ranges 9-27 it shows the negative perception about the self-awareness/empathy life skills (SAE) variable. But, if obtained mean scores fall between the ranges 28-45, it exhibits positive perception about the SAE variable.

Table 7

The scoring range for the CSM variable

No. of Items	Negative perception	Positive perception
12	12-36	37-60

If the obtained mean scores fall between the ranges 12-36 it shows the negative perception about the coping and self-management life skills (CSM) variable. But, if obtained mean scores fall between the ranges 37-60, it exhibits positive perception about the CSM variable.

Table 8

The scoring range for overall life skills variables

No. of Items	Negative perception	Positive perception
49	49-147	148-245

If the obtained mean scores fall between the ranges 49-147 it shows the negative perception about the overall life skills variable. But, if obtained mean scores fall between the ranges 148-245, it exhibits a positive perception about the overall Life Skills variables.

Table 9

Overall teachers' mean scores about life skills

Life skills	Mean Scores	Std. Deviation
CRT	34.01	3.357
DM	34.36	4.032
IPC	43.07	3.518
SAE	39.56	3.532
CSM	49.96	5.125
Life Skills	200.94	16.136

It is perceived that overall teachers' perception about the life skills is positive as table 9 represents that teachers' mean score (34.01) about the creative thinking/ critical thinking life skills (CRT) variable falls between the ranges of 25-40 that exhibits positive perception of teachers about this variable. Similarly, mean scores (34.36) for decision making/problem-solving life skills (DM) variable falls within the range 25-40, scores (43.07) related to the interpersonal/ communication life skills (IPC) variable fall between the range 31-50, mean scores (39.56) related to the self-awareness/empathy life skills (SAE) variable surrounds the range 28-45, mean scores (49.96) about the coping and self-management life skills (CSM) variable comes within the range 37-60 and mean scores (200.94) about overall life skills are within the range 148-245 that portrays positive perception of all teachers towards the various variables of Life Skills. All of the teachers have a very positive perception for life skills for their students and especially coping and self-management skill is highly rated as an important life skill for students.

Table 10

Over all mean scores of male and female teachers of public schools

Respondent	CRT	DM	IPC	SAE	CSM	Life Skills
Male Teachers	34.65	34.75	43.05	40.50	50.30	203.25
Female Teachers	32.65	33.75	42.30	39.10	49.55	197.35

Table 10 represents that overall mean scores of male teachers (34.65) and female teachers (32.65) of public schools fall between the range of 25-40 which exhibits a positive perception of all teachers of public schools about creative thinking/ critical thinking life skills (CRT) variable. The mean scores of male teachers (34.75) and female teachers (33.75) of public schools related to decision making/problem-solving life skills (DM) variable fall within the range 25-40 that shows the positive perception of all teachers. The mean scores of male teachers (43.05) and female teachers (42.30) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 that depicts their positive perception. Male teachers' mean scores (40.50) and female teachers' mean scores (39.10) related to the self-awareness/empathy life skills (SAE) variable fall within the range 28-45 that shows their positive perception. In the same way, the mean scores of male teachers (50.30) and female teachers (49.55) for the coping and self-management life skills (CSM) variable seems positive and fall within the range of 37-60. Overall male teachers (203.25) depict more positive perceptions as compared to female teachers' mean score (197.35) however, these scores fall within the range 148-245 that shows the positive perception of both male and female teachers of public schools for the overall Life Skills.

Table 11

Over all mean scores of male and female teachers of private schools

Respondent	CRT	DM	IPC	SAE	CSM	Life Skills
Male Teachers	34.84	33.75	42.30	39.84	50.63	204.31
Female Teachers	33.97	33.81	43.29	39.06	49.58	199.70

Table 11 signifies that overall mean scores of male teachers (34.84) and female teachers (33.97) of private schools fall between the ranges of 25-40 which exhibits positive perception about the creative thinking/ critical thinking life skills (CRT) variable. Similarly, mean scores of male teachers (33.75) and female teachers (33.81) related to decision making/problem-solving life skills (DM) variable fall within the range 25-40 that shows their positive perception. The mean scores of male teachers (42.30) and female teachers (43.29) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 that depicts their positive perception. The mean scores of male teachers (39.84) and female teachers (39.10) fall within the range 28-45 that shows their positive perception for the self-awareness/empathy life skills

SAE variable. In the same way the mean scores of male teachers (50.63) and female teachers (49.58) for the coping and self-management life skills (CSM) variable fall within the range 37-60 that represents the positive perception of all teachers of private schools. The mean scores of male teachers (204.31) and female teachers (199.70) of private schools related to the overall Life Skills variable fall between the range 148-245 that depicts their positive perception but the mean difference shows that in private schools male teachers have a more positive opinion regarding the life skills than the female teachers about overall Life Skills variable.

Table 12

Overall male teachers' mean scores about life skills

Life Skills	Mean Scores	Std. Deviation
CRT	34.74	2.741
DM	35.10	3.331
IPC	43.28	3.170
SAE	40.18	3.347
CSM	50.46	4.254
Life Skills	203.76	13.133

Overall male teachers' perception about life skills is highly positive as Table 12 denotes that male teachers' mean score (34.74) related to the creative thinking/ critical thinking life skills (CRT) variable falls between the ranges of 25-40 which exhibits positive perception of teachers about the CRT variable. Similarly the mean score (35.10) of decision making/problem-solving life skills (DM) variable comes within the range 25-40, mean scores (43.28) related to the interpersonal/ communication life skills (IPC) variable fall between the range 31-50, mean scores (40.18) of the self-awareness/empathy life skills (SAE) variable surrounds the range 28-45, mean scores (50.46) about the coping and self-management life skills (CSM) variable comes within the range 37-60 and mean scores (203.76) about overall life skills are within the range 148-245 that portrays very positive perception of all male teachers towards the various variables of Life Skills. All of the male teachers supported various life skills as very important for their students but the coping and self-management skill is a most important skill which needs to be emphasized during teaching-learning process.

Table 13

Overall female teachers' mean scores about life skills

Life Skills	Mean Scores	Std. Deviation
CRT	33.45	3.690
DM	33.78	4.442
IPC	42.90	3.786
SAE	39.08	3.627
CSM	49.57	5.714
Life Skills	198.78	17.927

It is perceived that overall female teachers' perception about the life skills is positive as the Table13 represents that teachers' mean score (33.45) about the creative thinking/ critical thinking life skills (CRT) variable falls between the ranges of 25-40 which exhibits positive perception of female teachers about the CRT variable. Similarly, all-female teachers' mean scores fall within the range of positive perception such as mean score (33.78) of decision making/problem-solving life skills (DM) variable falls within the range 25-40, mean scores (42.90) related to the interpersonal/ communication life skills (IPC) variable fall between the range 31-50, mean scores (39.08) related to the self-awareness/empathy life skills (SAE) variable surrounds the range 28-45, mean scores (49.57) about the coping and self-management life skills (CSM) variable comes within the range 37-60 and mean scores (198.78) about overall life skills are within the range 148-245that shows the positive perception of all female teachers towards the various variables of Life Skills. Female teachers considered all of the life skills very important for their students but coping and self-management is a most important skill which must be more focused during the teaching-learning process.

Hypotheses Testing

H_{o1} *There is no significant difference between the mean scores of public and private school teachers regarding important life skills education for K-12 students*

Table 14

Summary of results for private and public school teachers about life skills

	Numbers of teachers	Mean score	SD	t	df.	Sig.(2tailed)
Public	246	200.3	12.973	-.337	388	.737
Private	144	201.4	18.395			

Table 14 shows that the public school teachers' mean score (200.3) is less than the private school teachers' mean score (201.4) but fall between the range (148-245) that shows both groups have positive perception but the difference in mean score

depicts that private school teachers have stronger perception as compared to the public school teachers about the overall life skills for K-12 school students.

An independent-samples *t* test was performed to analyze whether the perception of public and private school teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school teachers (M=200.3, SD=12.973) and private school teachers (M=201.4, SD=18.395); t (388) = -.337, p= .737 as p> 0.05; so the null hypothesis fails to be rejected and reveals that teachers of public and private schools have the almost same opinion and there is no significant variation between their perception about the importance of life skills education

H_{o2} *There is no significant difference between the mean scores of female and male teachers about the importance of life skills education for students.*

Table 15
Summary of male/female teachers' results about life skills

	N	Mean	SD	T	df.	Sig. (2tailed)
Male Teachers	147	203.7	13.133	1.461	388	.147
Female Teachers	243	198.7	17.927			

Table 15 illustrates that overall the male teachers' mean score (203.7) is higher than the female teachers' mean score (198.7) and fall between the range (148-245) that shows both groups have positive perception but the difference in mean score depicts that male teachers have stronger perception as compared to the female teachers about all variables of Life Skills.

An independent-samples *t* test was performed to analyze whether the perception of male and female teachers about all inquired variables of Life Skills differs significantly or not. The test results show an insignificant difference between the mean scores of female teachers (M=198.7, SD=17.927) and the mean scores of male teachers (M=203.7, SD=13.133) and; t (88) = 1.549, p= .125 as p> 0.05; so the null hypothesis 'There is no significant difference between the mean opinion scores of female and male teachers about the essential life skills for students' fail to be rejected and portrays no significant difference between the overall male and female teachers' perception about the Life Skills.

Discussion and Conclusions

The results of the study illustrated that all of the teachers possess very positive perception about every component of life skills for students but all of them emphasized significantly on coping and self-management skill which is related to personal and emotional aspects of their personality. A slight difference was observed regarding the overall perception of male and female teachers but it was not significant. It depicted

that male teachers have a stronger perception about all variables of life skills as compared to female teachers. It was also observed that private school teachers have a stronger perception of the overall life skills of their students as compared to public school teachers. The results of some other studies supported that positive perception and proper training of teachers regarding life skills education would enable teachers to embed life skills in their teaching-learning process effectively. For example, Simona (2015) highlighted the fact that both teachers and students should be well aware of life skills and their important role in their comprehensive development and successful life.

Researchers recommended in his study that effective schools can have long-lasting effects on a child's life that why schools need to ensure positive social activities and experiences because these long-lasting experiences surprisingly lead them to successfully handle complicated situations in the future (Rutter, 2009; Coskuner, et al., 2021). In another study, Vijayarani & Geetha, (2017) has emphasized the practical training of teachers particularly in context with self-confidence rising and providing support for communication skills development, problem-solving ability, and development of resilience attitude among disadvantaged students. Teachers' training programs should stress assisting teachers in developing their students' cognitive, social and emotional skills, raising their autonomy, and developing their self-management skills (Vijayarani & Geetha, 2017; Newman, et al., 2021). Furthermore, these training programs must include relevant pedagogical suggestions and assessment ways for students learning tasks which could help teachers to enable their students to learn how they could learn and develop their interpersonal skills. For the readiness and proper execution of such pedagogies teachers must be provided with all types of managerial support and resources (Gulati, 2019).

Baird et al. (2021) concluded in a periodic review that to develop life skills successfully among students, we have to ensure the appropriateness and relevancy of content for both academic and life skills education programs, effective methods of teaching, and valuable ways of assessment in which teachers should be properly trained. For the effective implementation of such programs, the involvement of students, parents, and the community is inevitable significantly (Simona, 2015; Newman, et al., 2021). Learning activities should be based on learners' interests and needs and they must be encouraged to apply newly learned life skills outside the schools, within their families, and communities. Gulati (2019) and Yuen, et al. (2010) explored the perception of students about the importance of life skills development and factors which support their life skills development. The students suggested some contextual factors which can influence the learning of life skills such as school experiences, curriculum activities, talent development programs, and opportunities and guidance and counseling opportunities in their schools. Besides this, it also highlighted that their relations with peers and family also contribute to their life skills development (Yuen, et al., 2010; Tan, 2018).

Smith, Swisher, Hopkins, and Elek (2006) pointed out that life skills education should be part of the whole curriculum instead of margin it to the specific areas. Various parents, teachers, and practitioners have certain doubts regarding the concept of life skills, ways to transfer these skills among students, and strategies to assess them properly (Gulati, 2019; Wertalik & Kubina, 2018). To eliminate their doubts, periodical and comprehensive orientation programs should be conducted which signifies that individuals having essential life skills would be able to handle challenges of life with confidence via using multiple strategies and lead their life successfully (Jain, 2011; Arasomwan & Mashiya, 2021).

Recommendations

Recommendations are made. As it was observed that teachers have a highly positive perception about the importance of life skills for students, but are unable to inculcate these life skills among students effectively. Therefore it is recommended that teachers could be provided opportunities in the form of workshops or training courses so that they come to know various techniques to impart life skills effectively among K-12 students. The Education Ministry needs to play an active role in organizing the various training opportunities for teachers and related resources. The Higher Education Commission (HEC) has to ensure a life skills curriculum especially for teachers' training programs including content, instructional strategies, and evaluation/assessment techniques so that teachers may be acquainted with essential knowledge, skills, and attitude to develop essential life skills among students at all levels. Education departments at the provincial level may emphasize and materialize frequent training workshops for teachers to update their pedagogical skills and instructional strategies for effective instruction of life skills at the K-12 level. The school administration and heads need to ensure the proper implementation of life skills education at all levels; conduct frequent in-service training programs for their teachers to refresh their knowledge, skills, and competencies regarding life skills teaching to K-12 students and enable them to avoid misconduct and misbehaviors.

Conflict of Interest

Authors have no conflict of interest.

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Linking Teachers' Conceptions to Students' Achievement: A Study Involving High School Teachers and Students in Pakistani Context

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Abstract

The study under view explored high school teachers' conceptions and their effect on students' scores. Descriptive correlational survey design was employed to carry out the study. A total of 597 teachers working in the public high schools of Lahore division participated in the study. Conceptions of learning scale was utilized to discover teachers' held conceptions of learning. In order to measure students' achievement, their scores in the subjects of English and Urdu were collected from their respective schools. Collected data was analyzed using descriptive and inferential statistics through SPSS and AMOS. Results discovered teachers' strong agreement towards all conceptions of learning irrespective of the subject taught by the teachers. A moderate level of relationship was explored among various conceptions of learning. Overall, results revealed that teachers' conceptions of learning classified as memorization and application of the learned material were the most significant predictors of students' success in board exams both in the subject of Urdu and English. The major recommendation of the study included the need of training regarding the exposure to higher order conceptions of learning through in-service and pre-service teacher trainings courses.

Keywords: Conceptions; memorization; application; academic achievement; secondary level

Introduction

Exploration of students' academic learning outcomes is a worthwhile endeavor as it helps in reflecting the significance of knowledge possessed by the people of a nation. Educational institutes have always been evaluated based on the nature of learning exposure provided to their students in all domains encompassing cognition, behavior or attitude. Similarly, economists have also explained the quality of human assets based on their assessment scores since a link has been observed between the

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scores and individual earnings. Consequently, policy makers have started considering quality of the output produced by institutions in the form of higher learning outcomes (The World Bank Group, 2013). It is a valid fact that majority of young children reside in third world countries who are trying hard to increase their student enrollment in schools since 1960, hence are still away from the targets. These countries have not controlled the dropout rate of school going children. One of the many factors would behind this phenomenon would be to shift their focus on nature of learning rather than mere enrollment (Glewwe & Kremer, 2006). This has led researchers concentrate on factors influencing student achievement. In the given scenario, evidence has been shown by scholars discovering the impact of characteristics related to teachers on students' learning outcomes. Unfortunately, the results shown have not been found consistent while showing the significant relationship among the constructs (Goe, 2007).

In view of scholars, teachers behavior would be a more significant factor behind students' learning rather than the characteristics (Araujo, et al., 2014), since behaviors are the reflections of our held beliefs. Thus, beliefs would have a significant impact on students' learning. Considering the worth of teachers' beliefs, it is inferred that teachers' beliefs are stronger enough that they may shape their behaviors in academic contexts as well and influence students learning results. In view of academicians teachers conceptualization and practices of teaching effectiveness are based on his or her view of teaching (Biggs, 2012). Therefore, it is a valid explanation that teachers' teaching behaviors are affected by their hidden perceptions for different segments of teaching, learning, assessment, and self-efficacy (Brown, 2003).

Scholars have cited that literature showed the influence of held beliefs for teachers as well as the students (Thompson, 1992; Reid & Petocz, 2002). Therefore, researchers focused their attention towards the exploration of such links between conceptions and behaviors since studies have found impact of teachers' perceptions on varied educational aspects. It was also found that specific perceptions of teachers influenced students achievement in particular manner (Gow & Kember, 1993) because effective conceptions of teachers are expected to create varied exposures of learning for students, as a result linking effective thinking to practice would be useful for the integration of teacher candidate characteristics (Villegas & Reimers, 1996). Studies to identify the relationships between conceptions and practices found positive linkages but at a smaller level particularly between self-efficacy beliefs and academic performance of students (Akbari & Allvar, 2010; Britner & Pajares, 2006; Pajares, 1996). Furthermore, links were also revealed between the constructs of teachers' conceptions of assessment and students' learning outcomes (Brown & Hirschfeld, 2008). However, the evidence found are not enough to conclude any sound results. Therefore, it is rationalized to develop the field by carrying out studies on such phenomena.

Such conceptions are not useless but lead ones' behavior to the completion of ones objectives. Seemingly, researchers have argued that teaching approaches and evaluative techniques practiced by teachers are as well the outcomes of their understandings by teachers (Brown, et al., 2009). The links between these constructs is not direct as teachers' approaches would influence students learning styles that would impact their learning outcomes (Beausaert, et al., 2013). It is a well-established fact that a teachers' use of student centered approach would direct effective learning of the students. Thus, to produce better students' learning it would be necessary to change teachers' teaching practices from ineffective to effective ones. If it is the need of the time to transform teachers' educational practices, it would require their thinking and the factors influencing their thinking patterns. Such change would lead to the change in students' academic results (Martín, et al., 2014).

Studies have found that conceptions are developed as a result of teachers' exposure to learning tasks in their life. Consequently, a variety of factors impact their development including student life, culture of school, assignment of learning tasks by the administration and the level of teaching as well. In order to explore these conceptions, it is required to explore the phenomena in different contexts. It was also submitted that the research carried on conceptions of teachers and influence on students' learning remained restricted to western cultures. This confinement was also focused inquiries at higher level (Gao & Watkins, 2002). Consequently, present study was planned to explore the conceptions of teachers at school level focusing their possible effect on students' scores in board exams in Pakistani public school system.

Statement of the Problem

In order to identify the contributing factors in the achievement of students, researchers have always been engaged in carrying out studies. Efforts have also been made to introduce various interventions such as physical facilities and teacher trainings to bring positive increase in students' learning outcomes. Developing countries have also tried to follow the tradition even with limited resources. However, not a big change has been reported. This phenomena might be due to the inherent conceptions of teachers effecting the success or failure of any educational reform. Therefore, it is justified to carry out the studies while looking for links between teachers' held conceptions and students' achievement.

Such investigations would be useful to explore the constructive as well as mistaken conceptions working behind the success or failure of our students. It would as well help to bring those constructive conceptions into light and change the mistaken ones with more useful ones through teacher trainings. For the purpose of exploring this phenomenon, the present study was carried out through surveying teachers' conceptions regarding learning. Furthermore, the study included teachers engaged in the teaching of Urdu and English in public high schools at secondary level. Along with surveying

teachers' conceptions, students' scores in the particular subjects announced by board of secondary education were taken from respective schools whose teachers were part of the study and analyzed to find any inherent links between the constructs of conceptions and achievement scores.

Objectives of the Study

Following were the objectives set to measure as a result of this study;

1. To explore public sector high school teachers' conceptions of learning.
2. To discover the mutual relationship of high school teachers' conceptions of learning.
3. To identify the effect of high school teachers' conceptions on students' academic achievement scores in the subject of Urdu and English.
4. To compare the variation for the effect of teachers' conceptions of learning on students' academic achievement in the subjects of Urdu and English.

Research Questions

Following were the research questions of the study:

1. What is nature of conceptions of learning possessed by high school teachers?
2. Are high school teachers' conceptions of learning mutually related?
3. Do high school teachers' conceptions of learning affect students' academic achievement at secondary level?
4. Do similar conceptions of learning held by teachers influence students' academic achievement in the subjects of Urdu and English?

Methodology

Procedure of the Study

Descriptive correlational survey design was used to carry out the study. Sample of teachers was taken using multistage purposive sampling. In the first stage, 296 schools were selected conveniently from a total of 703 schools located in four districts (Kasur, Lahore, Nankanasahib, Sheikhupura) under the jurisdiction of Lahore division (School Education Department, 2011). For the purpose of having a representative sample, 50% schools from each district were selected. In the second stage, 597 high school teachers of Urdu and English were selected. Only two teachers were selected from each school to fill out the survey form. For the academic achievement of students, the subject scores of students in board exams whose teachers participated in the study were collected from their respective schools.

Data Collection and Analysis Procedure

The survey forms were filled by the teachers after soliciting their prior permission through consent forms. Teachers were briefed about the purpose and nature of questions asked in the survey forms. Formal permissions from DPI and DEO schools

were also taken before collection of data. Schools situated in remote areas were approached with the help of research assistants. Collected data was analyzed using mean, standard deviation, correlation and regression analytic techniques through SPSS and AMOS.

Instrumentation

For the purpose of measuring teachers' conceptions of learning, various instruments were reviewed. For example, one instrument developed by Chan and Elliot (2004), focusing teachers' conceptions of learning with traditional or constructivist view of learning was reviewed. This instrument was not found appropriate as the conceptual framework of the present study included conceptions of learning based on the model of Boulton-Lewis, et al. (2001), for school teachers at secondary level. Another instrument developed by Trigwell and Ashwin (2006), was reviewed but this scale was designed focusing situated conceptions of learning among teachers. Similarly, Lee et al., (2008), worked on an instrument measuring conceptions of learning of students at secondary level. Seemingly, another instrument developed by Purdie and Hattie (2002), was reviewed but was not selected, since this scale was designed for students, so the items were developed from students' point of view rather than teachers' perspective. Another instrument reported by Donche and Petegem (2007), was also reviewed. This particular scale was based on four conceptions of teaching and learning. None of these available scales fulfilled the objective of measuring high school teachers' conceptions of learning. Therefore, it was decided to construct a new scale to measure school teachers' conceptions of learning. For the purpose of developing new scale of conceptions of learning, the items were constructed while consulting the literature. Some of the statements were developed while reading the quotes of school teachers regarding learning reported in qualitative studies. Furthermore, some of the items were constructed using Bloom's taxonomy of educational objectives representing the desired domain of learning encompassing understanding, application or analysis.

Validation of the Instrument

Before administering the scale in the field, it was checked for validity and reliability measures. Considering the content validity of the scale, it was reviewed by experts having experience of teacher education and educational research at university level. Items were modified as a result of feedback given by experts. All the recommended modifications were incorporated before testing it in the field. The developed instrument was administered in the field on a smaller level in order to pilot test it. Survey forms were filled out by 40 respondents initially. Data was entered into the computer for reliability analysis. Reliability values ranged between 0.595-0.707.

Table 1

Values of Reliability Analysis for the conceptions of learning scale

Factor	No of items	Reliability
Gaining information	4	0.658
Remembering information	3	0.632
Understanding	4	0.580
Transformation	4	0.707
Application	4	0.595

The values of Cronbach's alpha were found adequate for the exploration of phenomena of conceptions of learning.

Format of the Instrument

Overall instrument was divided into two parts. The first part was based on the demographic information of respondents. It included the information about background of the respondent. In the second part, items related to teachers' conceptions of learning were presented. Likert type response scale ranging from 1 to 6 (1 = strongly disagree and 6 = strongly agree) was used to provide a range of responses to participants. The response scale consisted of six categories, among which two were negative and the four were positive ones. The scale was based on 19 items as the items having low correlation to other items of its main factor were removed from the analysis. The total scale covered five conceptions of learning encompassing gaining information, memorizing or reproducing, application, understanding and transformation of the learned information.

Findings

The first objective of the study was to explore the nature of conceptions regarding learning possessed by teachers at secondary level. Overall results of the study showed teachers' positive attitude towards various conceptions of learning. The values obtained for the learning conceptions were found clustering around the value showing most agreement towards the conception. It helped in inferring the results that teachers view the necessity of all conceptions of learning.

Table 2

Descriptive statistics for teachers' conceptions

Conceptions	Mean	*SD*
"To Gain information"	4.5	.8
"Remembering"	5	.90
"Understanding"	5	.8
"Transformation"	5	.9
"Application"	5	.7

The values shown in table 2 described overall conceptions of learning possessed by high school teachers. It is obvious from the table values that teachers possessed positive attitude towards different conceptions of learning. One can observe from the table that the values for each conception are above 4 that is closest to mostly agree response scale. For the conception of learning as understanding was found highly agreed by the teachers followed by learning as application and transformation. Only a marginal difference was observed for the conception learning as gaining information as compared to other conceptions of learning.

Interconnections between Conceptions of Learning

Another objective of the study was the identification of relationships among various conceptions of learning. The possible relationships among various conceptions of learning were explored through Pearson correlation coefficient.

Table 3

Correlation Analysis for teachers' conceptions of learning

Names of the conceptions	Mean	SD	1	2	3	4	5
Learning Gaining Info	4.3590	.82652	1				
Learning Remembering Info	4.5217	.69698	.491**	1			
Learning Understanding	4.7284	.64220	.417**	.542**	1		
Learning Transformation	4.5815	.66581	.506**	.599**	.529**	1	
Learning Application	4.66	.71	.42**	.50**	.47**	.51**	1

The values obtained for the calculation of correlation coefficient for the conceptions of learning shown in table 3 described that the conception of learning as gaining information was positively related to all other conceptions. Although, the relationship between learning as gaining information and learning as transformation was the highest among values of correlation obtained for other conceptions ($r = .50$). Similar trend was observed having significant relationship between the conceptions of "gaining information" and "remembering" ($r = .49$), as well as "gaining information" and "understanding" and "application" of the learned information ($r = .4$).

A moderate correlation was found for the conceptions of learning as "remembering information" and learning as "understanding". It also showed a positive and significant relationship between the variables. Seemingly, a significant relationship was observed for the conceptions of learning "remembering information" and "transformation" with the value of $r = 0.599$, $p < 0.01$. Similar pattern of result of correlation was found for "remembering" linked to "application" having value of $r = 0.424$, $p < 0.01$. To measure the link between "understanding" and other conceptions of learning, values of Pearson correlation showed a moderate level of relationship ($r = 0.529$, $p < 0.01$) between learning as understanding and learning as transformation. It was found that "understanding" and "application" were also significantly related to

each other. Likewise, the relationship between conception of learning "transformation" and "application" was also found positive and significant having values $r = 0.514$, $p < 0.01$. It was also revealed that all of the conceptions did not depict high or perfect relationship that could be problematic for the regression analysis procedure.

Measurement of the Effect of Conceptions on Students' Academic Achievement

In this study we explored the relationship between conceptions of learning irrespective of their preference or order. Multiple regression method was the appropriate one to explain and predict the possible influence of conceptions on students' scores.

In order to explore the phenomena of linkage between teachers' conceptions and students' achievement, teachers of English and Urdu were taken as the participants of the study. First of all, method of regression analysis using Maximum Likelihood method through AMOS was run to explore the effect of teachers' conceptions regarding learning for the subject of Urdu. The main variables of the study consisted of teachers' conceptions of learning measured through survey forms and students' academic scores in the particular subject (Urdu) that were collected and converted into averages. Finally, regression model based on structural equation modelling in the AMOS was run to identify the effect.

The linkage of all conceptions of learning with students' academic achievement in Urdu are shown in figure 1. In the figure 1, one side head arrows describe the linear dependencies. The values shown on the path (one side head arrows) from each conception of learning to students' achievement (dependent variable) explains beta (estimate) that is the effect of that particular conception on the dependent variable (achievement scores). The value shown on dependent variable describes R^2, which describes the nature of variation in the model because of the effect of all conceptions of learning or independent variables. Overall, 08% of the variance of dependent variable can be devoted to all of the five conceptions of learning that is evident in the model presented below.
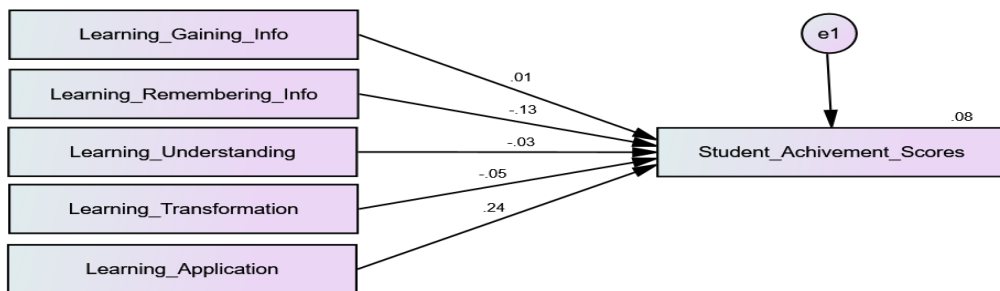
Figure 1. Model of teachers' conceptions and students' academic achievement scores in Urdu

Table 4

Regression weights for conceptions and students' scores in Urdu

			Estimate	C.R.	P
Students' Scores in Urdu	←	Conception of Learning "Gaining Information"	.00	.11	.90
	←	Learning as "Remembering Information"	.12	-2.28	.02
	←	Learning as "Understanding"	-.03	-.56	.57
	←	Learning as "Transformation"	-.05	-.90	.36
	←	Learning as "Application"	.24	4.30	***

Values presented in the Table 4 describes the results found through regression analysis using maximum likelihood method in AMOS. The results based on the values showed that the conceptions of learning encompassing gaining information, understanding and transformation have insignificant effect on students' academic achievement. Based on the regression weights, it was inferred that students' achievement was positively affected by teachers' conceptions of learning "remembering information" and learning "application" as the values are less than 0.05 level of significance.

Students' Scores as Effected by Teachers' Conceptions in English

The Figure 2 describes the linkage of all conceptions of learning to students' achievement scores. The regression values and their interpretations as stated above was used in this model as well, therefore, it is not required to repeat the same here. Overall, 12% of the variance in the dependent variable can be attributed to the independent variables (learning conceptions).
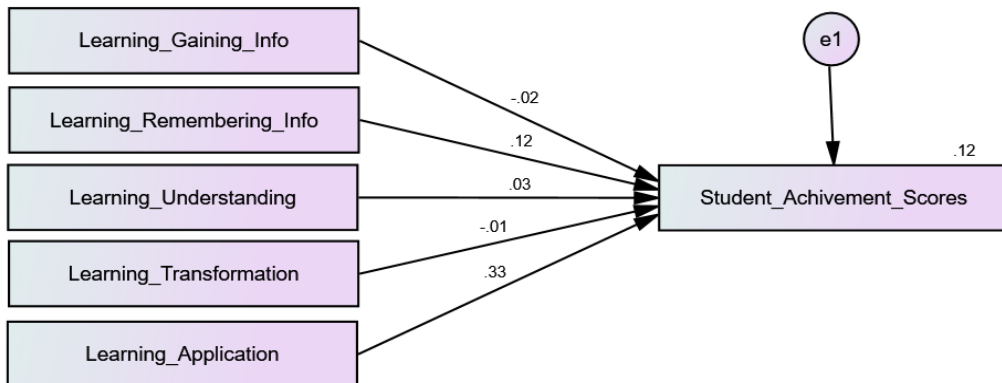
Figure 2. Model of teachers' conceptions and students' achievement scores in the subject of English

Even in this model, results revealed that conceptions of learning "remembering information" and "application" of the learned information created significant effect on students' academic achievement. The alpha values shown in the table were less than 0.05 level of significance. The results found for the effect of conceptions of learning in both of the subjects were quite similar. Therefore, it is inferred that similar conceptions of learning are prevalent among teachers while having their significant influence on students' achievement scores. It explains the possible influences of school policies, exams format and learning mechanism at secondary level.

Table 5

Regression Weights for conceptions and students' scores in English

			Estimate	*C.R.*	*P*
Students' Scores in English	←	Conception of Learning "Gaining Information"	-.023	-.415	.67
	←	Conception of Learning "Remembering Information"	.116	2.124	.03
	←	Conception of Learning "Understanding"	.026	.473	.636
	←	Conception of Learning "Transformation"	-.012	-.216	.829
	←	Conception of Learning "Application"	.325	5.977	***

Based on the regression weights, it is inferred that conceptions "remembering information" and "application" effect students' achievement scores in the subject of English. Therefore, significant effect was observed for teachers' conceptions both for the subjects of Urdu and English. Another surprising finding was the effect of similar conceptions to get good grades in board exams in both of the subjects.

Discussion

Focusing the first objective of the study, the findings obtained through this inquiry found that teachers were mostly agreed to the five conceptions of learning. Overall, results were found aligned to the literature showing teachers' and students' agreement towards different conceptions of learning (Peterson, et al., 2009; Purdie & Hattie, 2002). Results were also in congruence to the studies confirming the effect of maturity on the possession of higher order learning conceptions. The results also confirmed that conceptions of learning are influenced by the age, experience and working environment of the person (Saljo, 1979; Boulton-Lewis, et al., 2001; Brown, et al., 2008). The findings confirmed that multiple conceptions are perceived and utilized based on the need of tasks (Trigwell & Ashwin, 2002).

Present study also confirmed the results found for available studies claiming the requirement of lower as well as higher level learning conceptions for the successful completion of academic tasks (Entwistle & Peterson, 2004; Purdie & Hattie, 2002). The

nature of relationship found in the present study was found aligned to the available literature. Similarly, the findings reported in the present study were aligned to the results described by Brown, et al. (2008), where participants showed strong agreement towards lower as well as higher level conceptions regarding learning. This positive relationship among conceptions of learning was also found in the study carried out by Roman and Bran (2015).

The study's major aim was to discover the effect of conceptions on students' academic achievement scores. In order to achieve this objective regression analysis using Maximum Likelihood method was utilized. The effect was explored separately for the subject of Urdu and English using regression analysis technique. In the first phase teachers teaching the subject of Urdu and their students' scores in the subject of Urdu were taken and analyzed. The results inferred that conceptions of learning "remembering" and "application" are having significant effect in the success of students in board exams. The results were found aligned to the ones reported in the studies of Donche, et al. (2007) and Gow and Kember (1994).

However, results of present study did not align to the findings obtained by Brown and Irving, (2010), and Donche et al. (2007) as their study found students having conception of learning as a duty to perform less in their exams whereas students' having conception of learning as a continuous process performed better. In contrast to the finding of these studies, the results of present study showed a different pattern of results as teachers' conceptions of learning remembering and application proved helpful in their students getting higher scores. The contrast found for the results might be due to the variation in the academic environment found in developing vs developed countries. Yang and Tsai's (2010), study's results were not found aligned to present work's findings as their study found students having cohesive learning conceptions being more progressive in their classes. This dissimilarity can be explained in the light of the differences existed between the contexts. Their study was carried out on college students who were higher in maturity as compared to the present context of secondary level where students are encouraged to use lower order learning processes to have success in exams.

Comparing the results of present study to the studies carried out in Pakistani context showed a different pattern of alignment. A study carried out in Pakistan by Rehman and Khan (2011), described that examination system of Pakistan does not test students comprehensively from different aspects as the main focus of exams have been on the memorization of the contents being taught by the teachers. Academicians have also suggested transforming the examination system at secondary level (Sultana, 2001). Seemingly, the teachers having higher level of conceptions could not make a significant effect on students' academic achievement.

The studies carried out in Pakistani context reported the learning environment in public schools emphasizing the memorization (Afzal, 2013; Malik, 2012). The results might be due to the nature of subject being linguistic that requires application more than other subjects. Urdu is the national language that is mostly spoken in Pakistani schools. In doing so it gets practiced by students as well. Consequently, the materials learnt in classes are being applied and practiced. This subject has extended scope of application as compared to other subjects. Therefore, application of the topics learned help in acquiring good grades in exams as well.

The study by Nasreen and Naz (2011), as well argued that teachers showed agreement for the use of more practical nature of activities in order to teach social studies. According to theory of Vygotsky (1978), of language learning, a child learns a language more accurately and efficiently if gets involved in interaction with people being experts in that language. Consequently, the student gets the ability to solve problems independently. Seemingly, this rule is applied to the learning of language where one finds the adults as experts correcting the beginners and helping them to acquire the language.

In the next phase, same phenomena was explored with teachers teaching the subject of English, and the possible effect their conceptions might have on their students' achievement scores in the subject of English. The most significant factors impacting students' achievement were found to memorize and apply whatever is learned by the students. The findings obtained are inline to the prevalent practices in Pakistani public schools where students are preferred to utilize surface level learning requiring the memorization of the contents.

Assessment system at secondary level also encourages the use of learning domains categorized as memorization or application. In such scenario, teachers and students are encouraged to keep their learning limited to the domains assessed during exams. The findings validate the claim that conceptions are context specific and different factors influence their development encompassing the assessment systems, policies and social norms etc. (Harris & Brown, 2009). The findings of present study were found well aligned to the facts found in Pakistani context. The study by Iqbal and Ahmad (2015) discovered the positive effect of Hifze Quran on the learning abilities of students in medical field. They found that such students performed better in exams and scored well as compared to other students without such experience. Similarly, the studies carried out at secondary level also found the use of teaching strategies requiring memorization and application of learned skills. It is obvious through the most prevalent method of teaching in the subject grammar translation method (Muhammad, et al., 2018; Awan & Hiraj, 2016; Fehmi, 2015; Awan & Shafi, 2016; Nawab, 2012). Therefore, the research studies carried out in Pakistani context were quite aligned to the present work.

The study explaining the significant effect of teachers' conception particularly application oriented learning conception on students' achievement can be explained by the stance of Vygotsky (1978). According to the author a person is guided to acquire a language while utilizing the zone of proximal development (ZPD). Where individual require the help of some adult as expert in the use of that language. Seemingly, the teachers using ZPD help in students solving problems as language expertise demands interaction with the people around. Therefore, teachers and students interacting with each other help learning a language (Jhon-Steiner & Mahn, 1996; Ahmad & Rao, 2013). Similarly, the significance of learning as application is also supported by Rubin (1981), as cited in Lederman and O'Malley, (1990), who described that in linguistic subjects' application, is the major cause for successful learning.

Conclusion

Results of the study revealed that teachers held positive attitude towards various conceptions regarding learning irrespective of the level being higher or lower. The consistent higher values for all conceptions of learning showed teachers' exposure to the variety of learning experiences. Conceptions of learning were found to be mutually related. The results showed the positive relation between lower level and higher level learning conceptions as mutually related. Therefore, it affirms the notion that conceptions do not work independently but are interdependent. Thus, individuals possess a variety of learning conceptions and work depending on the nature of tasks. The study revealed that remembering and application oriented learning would help in getting good grades in board exams. Therefore, it is inferred that in public school systems, learning is emphasized to remember and apply the learned contents in the class. Results showed the teaching and learning mechanism operated in public high schools being confined to the memorization and application based learning experiences.

Implications of the Study

1. Considering the results found through this study, we came to know the significance of teachers' conceptions while impacting students' achievement. It shows the dilemma of teaching mechanism in Pakistani public high schools where lower order learning conceptions are found having significant effect for better performance. It is therefore suggested that teachers may be exposed to a variety of learning conceptions during workshops and in-service trainings.
2. Similarly, measures may be taken at pre-service teacher training programs where curriculum can be enriched having topics of conceptions, their development and possible effects as well.
3. It is also suggested to carry out mixed method studies in future to discover the complexity of teachers' conceptions along with observations of teaching practices in the classrooms.

4. The variables of students' learning achievement can also be enhanced while measuring the effect of conceptions on learning outcomes and approaches to learning opted by students.

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Relationship between Teachers' Organizational Citizenship Behavior and Workplace Spirituality at Secondary Level

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Abstract

This research examined the relationship between teachers' organizational citizenship behavior and workplace spirituality at the secondary school level. Moreover, the impact of workplace spirituality on organizational citizenship behavior was also the purpose of this study. The correlational research design was used. The population included 8911 secondary school teachers of the Lahore division. The sample consisted of 350 teachers through a multi-stage random sampling technique. Two questionnaires used a five-point Likert scale for data collection. Both the questionnaires were adopted. The first questionnaire consisted of 37 items that were aligned with workplace spirituality connection, compassion, mindfulness, meaningful work, and transcendence and the second questionnaire included 20 items aligned with the subscales of organizational citizenship behavior; altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. Inferential statistical analysis techniques such as Pearson r, ANOVA, independent sample t-test, and linear regression were used for data analysis. The data's finding concluded that workplace spirituality is positively associated with organizational citizenship behavior. Moreover, workplace spirituality affects organizational citizenship behavior. Furthermore, two subscales of workplace spirituality, i.e., compassion and mindfulness, have gender-wise significant results. Additionally, the experience-wise comparison revealed that two factors of workplace spirituality (mindfulness and transcendence) had significant results. So, it is recommended that top management should share workplace spirituality with employees to enhance organizational citizenship behavior.

Keywords*:* Organizational citizenship behavior, workplace spirituality, secondary school teachers, compassion, mindfulness

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Introduction

People work together and spend time in organizations. Organizations are the places where people systematically work together to attain collective goals (Bibi, 2020). The tasks are planned and well organized by utilizing monetary resources and other resources, e.g., building materials, methods, equipment, environment, resources, and infrastructure, to achieve the organization's goals (Utami, et al., 2021). Employees are an essential asset of any organization. So, it is critical to comprehend their nature. Spirituality is the primary segment of an individual. In the modern era, the interest of researchers has increased to conduct a study on workplace spirituality and its relationship with job performance and organizational commitment (Fry, 2003; Utami et al., 2021). There is not a single definition of spirituality that is widely accepted. Different people define spirituality differently (Marques, et al., 2005). Therefore, spirituality is subjective in approach and different from religion (Bandsuch & Cavanagh, 2005; Fry, et al., 2011). Spirituality relates to an individual's experience, and religion means rituals, beliefs, and formal ceremonies. Spirituality is a basic human quality that focuses on the human condition that enables each person to attain great power or supernatural beings. Spirituality is "a search for meaning, deeper self-knowledge or transcendence to a higher level" (Dehler & Welsh 2003, p. 114). Some personal values are associated with spirituality, such as love, tolerance, contentment, responsibility, and emotions towards oneself and others (Twigg & Parayitam, 2006). Nowadays, spirituality has gained attention in research in the last two decades (Malik, et al., 2011). However, the exact definition of "workplace spirituality" is still being questioned because it is a multidimensional concept. "Workplace spirituality (WS)" can be expressed both at an individual and organizational level. Individually, employees represent their spirituality via the psychological experience and influential belief in a spiritual pathway to work and the workplace. At the organizational level, the spirituality of the organization is expressed in terms of the spiritual value that is a component of the organizational climate reflected within the working environment and in the conduct, decision-making, and distribution of resources (Pawar, 2008). Spirituality at work is related to the concept that humans work to get money and grow and accomplish goals (Fanggidae, 2018). There are several factors through which we determine spirituality, e.g., "connection, compassion, mindfulness, meaningful work, and transcendence" (Petchsawang & Duchon, 2009, p. 461). In the current research, the five factors mentioned above were taken into account to measure spirituality. Existing research found that spirituality encourages employees to display greater efficiency as they gain strong communication within their organization and feel a sense of purpose in their routine tasks (Malik et al., 2011).

In the 21st century, as the global economy unites, organizations face intense challenges, and one among them is "Organizational Citizenship Behavior" (OCB). OCB includes various ethical practices, such as staffing, accepting and taking on additional

responsibilities, adherence to organizational rules and processes, developing an optimistic attitude, and tolerating job dissatisfaction (Gholamhosseini, 2009). Moreover, the OCB seems to be a practical approach in which a worker can exchange the social benefits brought about by the ideas of fairness (Moorman, 1991). In addition, OCB is "recognizing that employees have a nourishing and nourished inner life through meaningful work that takes place in community settings. It is an organizational culture that promotes workers' work ethic and gives them a sense of success and happiness" (Kazemipour, et al., 2012, p. 305). Capaldi (1992) stated the OCB as behavior that surpasses official job requirements are beneficial for the institution. Workers who display such conduct positively impact the organization by behaving without job descriptions, and employees continue to perform duties following their work.

OCB protects the organization from harmful and adverse behavior that hinders the organization's healthy operations, enhances the skills and competencies of senior staff, and enhances the organization's productivity and productivity through effective integration. In this way, the OCB is closely related to organizational competition, organizational learning, environmental adaptability, and stakeholder loyalty, commitment, hard work, and self-sacrifice (Basım & Şener, 2006). When employees can express their desire to be caring and empathetic to others, they feel known within the pursuit of a meaningful job, which leads to growth, so we can say that employees have good experience of the job. Due to this good experience, employees work happily and do other good things beyond their responsibilities (job description) in their workplace (Kazemipour et al., 2012). Moreover, Kazemipour et al. (2012) also revealed that WS has a significant effect on the OCB of employees. Now, people experiencing spirituality on the job may enhance the OCB of the organization. OCB provides a transparent and meaningful work environment and generosity among employees. According to Pawar (2009), WS can have a significant impact on work attitudes such as satisfaction, participation, and dedication.

Despite the proliferation of studies on OCB predictors, the impact of workplace spirituality on OCB remained unclear. It's worth noting that the majority of these investigations took place in modern nations, mainly North America. In Pakistan, there is a scarcity of studies in this area (Siddique, 2016). An understanding of workplace spirituality, according to Robbins and Judge (2011), is critical because it may assist organizations to understand work engagement in the twenty-first era. The literature on WS, according to Milliman, et al. (2003), has two fundamental restrictions. First, much WS research has focused on an individual's spiritual experiences instead of the influence of WS on employee attitudes. Second, there is a shortage of research in an educational context to find the associations between workplace spirituality and OCB. Furthermore, spirituality notions have been frequently used in Pakistani educational settings. To address this gap, the present study examines the OCB of teachers. This research considers two critical variables, namely workplace spirituality (WS) and OCB.

The data findings uncovered the relationship between WS and OCB on secondary school teachers and the effect of WS on OCB.

Research Objectives

The study's objectives were as follows:

1. To investigate the relationship between workplace spirituality and organizational citizenship behavior of secondary school teachers.
2. To compare the difference between workplace spirituality and organizational citizenship behavior regarding teachers' gender and teaching experience.
3. To examine the effect of teachers' workplace spirituality on their organizational citizenship behavior.

Research Questions

In the light of objectives, the following research questions were formed:

1. What is the relationship between workplace spirituality and organizational citizenship behavior?
2. Is there a difference in workplace spirituality and organizational citizenship behavior concerning teachers' gender and teaching experience?
3. What is the effect of workplace spirituality on organizational citizenship behavior?

Literature Review

The phenomenon of workplace spirituality got attention in research, seminars, and conferences since the 1980s. The term spirituality is new in organizations and is used as "workplace spirituality." In modern times research on "spirituality" is getting attention due to various reasons for more work, unemployment, declining participation, and declining productivity, and so on due to the moral failures of well-known organizations such as Anderson, Enron, WorldCom, Satyam Computers, and many more have shaped the trust of the commercial domain. This has created a new way of managing human resources (Gupta, et al., 2014).

Workplace spirituality is about seeking meaning or greater determination, connection, and perfection (Fry, 2003). Spirituality is an essential aspect of learning at each level (Pio & Tampi, 2018). In addition, spirituality is related to work ethic in work satisfaction, job performance, attitude, ethics, and administration. Thus, workplace spirituality becomes an organizational policy in dealing with employees. Spirituality can be observed from individual and organizational levels (Genty et al., 2017).

There is no one definition of spirituality. Different scholars have different opinions about this. "Spirituality is a state that can provide people with guidance and meaning or provide a sense of understanding, support, and perfection (inner perfection) or communication. Communication can be yourself, others, the universe, God, or other

supernatural forces" (Utami et al., 2021, p. 509). According to various interpretations present in the literature, Krishnakumar and Neck (2002) have suggested two perceptions of spirituality: intrinsic and existentialist. From the intrinsic viewpoint, spirituality is indeed a force that comes from within the person himself. The notion of existentialists is very concerned with 'seeking meaning in anything a person does. This approach to seeking meaning rises as a result of a lack of purpose in one's profession (Krishnakumar & Neck, 2002). Moreover, spirituality is "a positive state of arousal or energy" or "positive effects characterized by a profound feeling of wellbeing and joy" (Gupta, 2017, p. 46). Guillory (1999) defined spirituality as "inner consciousness." Another view about spirituality is "expressing a desire to find meaning and purpose in life," "a transcendent personal state," "living by inner truth to produce positive attitudes and relationships" (Neck & Milliman, 1994, pp. 9-10).

Based on the above definitions, spirituality has different themes. In the current study, five determinants of spirituality at work (WS) have been chosen: communication, compassion, thoughtfulness, purposeful work, and perfection. The description of workplace spirituality in the present study is: "workplace spirituality" is empathy for others, gaining inner consciousness in the quest for expressive work, and allowing for transcendence. These are: "connection, compassion, mindfulness, meaningful work, and transcendence" (Petchsawang & Duchon, 2009, p.461). These dimensions are interconnected, so that one aspect cannot be studied alone. Connection is the experience of a deep sense of belonging with other persons and their tasks. Compassion means "a deep sense of empathy and sympathy" and a desire to remove their miseries (Twigg & Parayitam, 2006). It also means helping and caring for others. Mindfulness is the act of being inwardly aware of one's views briefly. It is thinking about the present without the involvement of the past, future, or other disruptions. The third subscale is meaningful work which means that work should be such that employees see purpose in their lives through work; that burns their spirit and refreshes their soul. Transcendence is a super force, good deeds, and vigor at work that is matched by an individual's inner and outer life with self-fulfillment (Petchsawang & Duchon, 2009).

As employees are essential for any organization, spirituality encourages people to prosper, be kind, and learn from life experiences (Howell, 2013). OCB is a challenge to any organization and has been studied since the 1980s. OCB was first originated by Organ (1988) as "those organizationally beneficial behaviors and gestures that can neither be enforced based on formal role obligations nor elicited by contractual guarantees nor recompose" (p. 355). OCB refers to a set of non-job-related behaviors that, though not mentioned, determine the success of an organization (Kaya, 2015). OCB states that people will "happily do more work" beyond that essential job requirement that is not enforced by written policy (Atalay, 2005). "Organizational citizenship behavior (OCB) is an extra-role behavior (not listed in the job description and not related to the reward system) that individuals/employees own to improve their

efficiency and effectiveness" (Utami et al., 2021, p. 512). Duties other than those which are mentioned in the job are included in OCB (Tambe & Shankar, 2014). OCB is also named as "additional role behaviors" (Dubey, et al., 2020, p. 1497). The subscales which determine OCB of employees are "altruism, courtesy, sportsmanship, conscientiousness, and civic virtue" (Konovsky & Organ, 1996, p. 254). Firstly, altruism means voluntarily helping new workers. Courtesy is when a worker encourages his colleagues, especially in a depressed mood, and when one feels discouraged about the progress of their work. Sportsmanship is a warmly tolerant approach as anger is an inevitable part of almost all institutional settings (Organ, 1988). Finally, conscientiousness is a matter of choice that goes beyond the basic needs of the organization, for example, obeying the rules and principles, working overtime, and not taking extra leave (MacKenzie, et al., 1993). Civic virtue is the participation of the juniors in the administrative affairs of an institute by supporting the administrative work of the institution (Deluga, 1998).

Several research studies have been carried out to see the correlation between workplace spirituality (WS) and OCB. Ashmos and Duchon (2000) stated that many people at work want to discover what they value in life and look for a job they love. Helmy and Wiwoho (2016) have proven that the spirituality of the workplace positively affected is the OCB. This means that higher workplace spirituality increases the OCB. Another study by Kazemipour et al. (2012) concluded that workplace spirituality and OCB are positively related. Ahmadi, et al. (2014) concluded that workplace spirituality and OCB have a direct positive link. In the educational setting in Turkey, Kaya (2015) also demonstrated a significant positive link between WS and OCB. In the Indonesian context, Makiah and Nurmayanti (2018) took a sample from teachers and found that WS has a significant effect on OCB. In the same country (Indonesia), another study by Jannah and Santoso (2017) took a sample of 160 public employees. They found that WS positively affects OCB. In the management context in India, Garg (2018) also found a significant positive association between both variables of WS and OCB. Duby et al. (2020) showed a positive and robust association between WS and OCB. Genty et al. (2017) posited a strong association between WS and OCB among academicians (university teachers) in Nigeria. Regarding gender, Organ and Ryan (1995) conducted a study and found no significant difference. Lovell et al. (1999) found that characteristics of OCB are more in women than men, e.g., kind, caring, supporting, etc.

The Framework of the Study
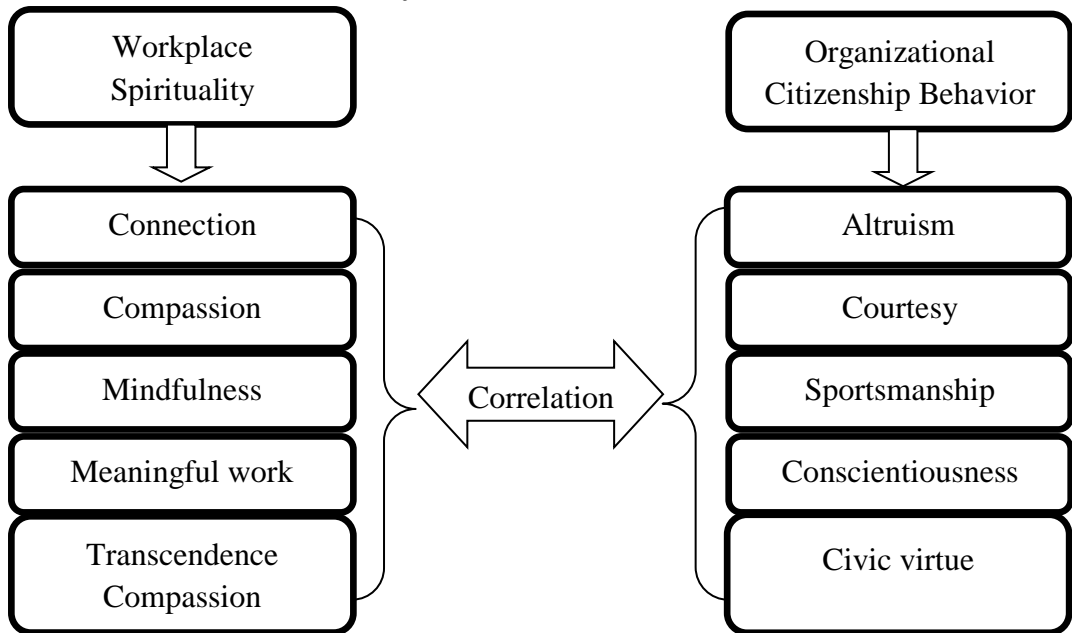
Source: Created by Researcher

Methodology

Research Design

The Researcher adopted the positivist paradigm in this research, and as such, this descriptive study used a correlational research design. Therefore, the current study was non-experimental and quantitative.

Population and Sampling Procedure

The population in this study included 8911 secondary school teachers in the Lahore division. The Lahore division consists of four districts. A multi-stage random sampling technique was used to select the desired sample. At the first stage, two districts were selected randomly out of 4 districts of the Lahore division. At the 2nd stage, two tehsils were selected by using a random sampling technique from each selected district. At the 3rd stage, twenty-five boys' schools and 25 girls' secondary schools were selected from each selected tehsil. Finally, as the Lahore division comprises four districts, at the 4th stage, seven secondary school teachers (SSTs) were included in the sample from each selected school. The reason for selecting seven SSTs from each school is that in many high schools' minimum strength of SSTs is 7 or 8. In this way, the study sample comprised 350 secondary school teachers working in

selected schools at the secondary level in the Lahore division. Return rate was 85.14% (n= 298).

Research Instruments

The Researcher used two closed-ended instruments to collect the desired data from the selected subjects. Both instruments were already used in the Pakistani context. For example, Siddique (2016) used both instruments in his M. Phil thesis at the University of the Punjab, Lahore, Pakistan. Therefore, both research instruments were adopted. First, Petchsawang and Duchon (2009) developed a 5 point Likert-type scale to measure teachers' workplace spirituality. It includes five sub-scales: "connection, compassion, mindfulness, meaningful work, and transcendence." Secondly, Konovsky and Organ (1996) developed a 5-point Likert-type scale to assess teachers' OCB at the secondary school level. It constitutes five factors, for example, "altruism, courtesy, sportsmanship, conscientiousness, and civic virtue" (Konovsky & Organ, 1996, p. 254). The Researcher collected data through personal visits to schools.

Analysis of Data

Collected data were analyzed through inferential statistics techniques such as Pearson *r,* one-way analysis of variance, independent sample t-test, and linear regression.

Table 1

Instrument's detail of WS and OCB

Variable	Overall items	Sub factors	Items	Item's place in the instrument
Workplace spirituality (WS)	37	Connection	4	1-4
		Compassion	7	5-11
		Mindfulness	9	12-20
		Meaningful work	8	21-28
		Transcendence	9	29-37
Organizational citizenship behavior	20	Altruism	4	38-41
		Courtesy	4	42-45
		Sportsmanship	4	46-49
		Conscientiousness	4	50-53
		Civic virtue	4	54-57

Results

Table 2

Correlation of workplace spirituality (WS) and organizational citizenship behavior (OCB)

Variables	*N*	*R*	*Sig.*
WS & OCB	298	.663	.001

p< .001 (2-tailed)

Table 2 illustrated that the results of Pearson *r* that WS and OCB had a solid and positive significant correlation: *r* =.663, *p*< .001.

Table 3

Relationship of WS factors and OCB

Sub-variables of WS & OCB	*1*	*2*	*3*	*4*	*5*	*6*
Connection	1	.262	.024	.319	.304	.421
Compassion		1	.680	.368	.141	.483
Mindfulness			1	.290	.004	.422
Meaningful work				1	.469	.475
Transcendence					1	.474
OCB						1

n = 298, *p*< .001 (2-tailed)

Table 3 revealed that the relation between WS sub-variables with OCB. The sub-scales of WPS such as Connection (*r* = .421), Compassion (*r* = .483), Mindfulness (*r* = .422), Meaningful work (*r* =. 475), and Transcendence (*r* = .474) had positive correlation with OCB. It is concluded that the WS factors were having a moderate and positive significant correlation with OCB

Table 4

Independent Sample t-test by gender about the sub-variables of WS and OCB

Sub-scales of WPS & OCB	Gender	N	Mean	SD	t-value	df	P
Connection	Male	186	6.88	2.22	-.322	296	.444
	Female	112	6.99	2.25			
Compassion	Male	186	16.98	3.65	-.167	296	.003
	Female	112	17.08	4.36			
Mindfulness	Male	186	26.58	8.05	-1.646	296	.001
	Female	112	28.39	9.75			
Meaningful work	Male	186	16.31	4.78	-1.123	296	.387
	Female	112	16.96	4.69			
Transcendence	Male	186	15.98	4.15	-1.232	296	.077
	Female	112	16.59	4.03			
Altruism	Male	186	7.04	2.19	-2.481	296	.298
	Female	112	7.76	2.76			
Courtesy	Male	186	9.39	3.17	-1.451	296	.617
	Female	112	9.95	3.27			
Sportsmanship	Male	186	10.76	3.52	.764	296	.449
	Female	112	10.45	3.26			
Conscientiousness	Male	186	8.29	2.24	-2.054	296	.347
	Female	112	8.86	2.50			
Civic virtue	Male	186	6.88	2.22	-1.654	296	.684
	Female	112	7.33	2.37			

Independent sample t-test was applied to see difference in WS and OCB in terms of teachers' gender. Table 4 indicated that only two factors of WS such as: A. Compassion: male (M = 16.98, SD = 3.65) and female SSTs, M = 17.08, SD=4.36; t (296) = -.167, p = .003 ≤ α = 05. B. Mindfulness: (male SSTs) (M = 26.58, SD = 8.05) and female SSTs, M = 28.39, SD=9.75; t (296) = -1.646, p= .001 ≤ α = 05 had significant difference with respect to their gender.

Table 5

One-way analysis of variance on factors of WS and OCB concerning teaching experiences

Sub-variables of WS and OCB		Sum of Squares	*df*	Mean Square	*F*	*Sig.*
Connection	Between Groups	2.254	5	.451	.089	.994
	Within Groups	1481.813	293	5.075		
	Total	1484.067	298			
Compassion	Between Groups	80.503	5	16.101	1.044	.392
	Within Groups	4503.376	293	15.423		
	Total	4583.879	298			
Mindfulness	Between Groups	970.165	5	194.033	2.592	.026
	Within Groups	21856.939	293	74.853		
	Total	22827.104	298			
Meaningful work	Between Groups	149.711	5	29.942	1.333	.250
	Within Groups	6557.819	293	22.458		
	Total	6707.530	298			
Transcendence	Between Groups	256.807	5	51.361	3.145	.009
	Within Groups	4768.874	293	16.332		
	Total	5025.681	298			
Altruism	Between Groups	32.609	5	6.522	1.092	.365
	Within Groups	1744.106	293	5.973		
	Total	1776.715	298			
Courtesy	Between Groups	55.732	5	11.146	1.077	.373
	Within Groups	3021.332	293	10.347		
	Total	3077.064	298			
Sportsmanship	Between Groups	100.202	5	20.040	1.725	.129
	Within Groups	3391.502	293	11.615		
	Total	3491.705	298			
Conscientiousness	Between Groups	41.664	5	8.333	1.514	.185
	Within Groups	1606.823	293	5.503		
	Total	1648.487	298			
Civic virtue	Between Groups	35.366	5	7.073	1.355	.241
	Within Groups	1524.664	293	5.221		
	Total	1560.030	298			

Table 5 revealed the outcomes of a one-way analysis of variance concerning teaching experience in years. Only two factors of WS, such as mindfulness and transcendence, had a significant difference in teachers' teaching experience. The results

also indicated that OCB factors had no significant difference in terms of their teaching experiences.

Table 5(a)

Post-hoc Test of difference about Teachers' workplace spirituality about the teaching experience

Sub-variables	(I)Teaching Experience	(J)Teaching Experience	Mean Difference (I-J)	*Sig.*
Mindfulness	1-05	06-10	3.21077*	.009
		11-15	-.18142	.920
		16-20	-.97055	.607
		21-25	.53645	.791
		More than 25	-2.90375	.177
	06-10	1-05	-3.21077*	.009
		11-15	-3.39219	.067
		16-20	-4.18132*	.031
		21-25	-2.67433	.194
		More than 25	-6.11452*	.005
	11-15	1-05	.18142	.920
		06-10	3.39219	.067
		16-20	-.78912	.736
		21-25	.71787	.769
		More than 25	-2.72232	.287
	16-20	1-05	.97055	.607
		06-10	4.18132*	.031
		11-15	.78912	.736
		21-25	1.50699	.548
		More than 25	-1.93320	.460
	21-25	1-05	-.53645	.791
		06-10	2.67433	.194
		11-15	-.71787	.769
		16-20	-1.50699	.548
		More than 25	-3.44019	.205
	More than 25	1-05	2.90375	.177
		06-10	6.11452*	.005
		11-15	2.72232	.287
		16-20	1.93320	.460
		21-25	3.44019	.205

Transcendence	1-05	06-10	.33205	.562
		11-15	.43057	.610
		16-20	1.03534	.241
		21-25	-.62899	.505
		More than 25	-3.28450*	.001
	06-10	1-05	-.33205	.562
		11-15	.09852	.909
		16-20	.70330	.434
		21-25	-.96104	.318
		More than 25	-3.61654*	.001
	11-15	1-05	-.43057	.610
		06-10	-.09852	.909
		16-20	.60477	.580
		21-25	-1.05956	.355
		More than 25	-3.71506*	.002
	16-20	1-05	-1.03534	.241
		06-10	-.70330	.434
		11-15	-.60477	.580
		21-25	-1.66434	.156
		More than 25	-4.31984*	.001
	21-25	1-05	.62899	.505
		06-10	.96104	.318
		11-15	1.05956	.355
		16-20	1.66434	.156
		More than 25	-2.65550*	.037
	More than 25	1-05	3.28450*	.001
		06-10	3.61654*	.001
		11-15	3.71506*	.002
		16-20	4.31984*	.000
		21-25	2.65550*	.037

Table 5(a) indicated the results of Post Hoc Tukey that was conducted to find out teachers' views about workplace spirituality in terms of their teaching experience. Results of the post hoc test showed that there was a substantial difference concerning mindfulness (p (.009, .003, .005) < 0.05 between different groups of their teachers' teaching experience of 1-05 vs. 06-10, 06-10 vs. 16-20, 16-20 vs. more than 25 and more than 25 vs. 06-10 respectively). According to the findings, there was a significant difference in factor such as transcendence (p (.001, .001, .002, .001, .037, .037) < 0.05 between different groups of their teachers' teaching experience of 1-05 vs. more than

25, 06-10 vs. more than 25, 11-15 vs. more than 25, 16-20 vs. more than 25, 21-25 vs. more than 25 and more than 25 respectively). It was concluded that teachers' teaching experiences in years had a significant impact on sub-scales of mindfulness and transcendence of workplace spirituality.

Table 6 (a)
Regression Analysis to identify the Predictive Power of WS and OCB

Model	*R*	*R* Square	Adjusted R Square	Std. Error of the Estimate
1	.663	.440	.438	6.32295

a. Predictors: (Constant), WS

Table 6 (b)
ANOVA to determine the Significance Level of the Predictive Power of WS to assess OCB

Model		Sum of Squares	*df*	Mean Square	*F*	*Sig.*
1	Regression	9283.168	1	9283.168	232.197	.001
	Residual	11833.973	297	39.980		
	Total	21117.141	298			

a. Predictors: (Constant), WS
b. Dependent Variable: OCB

Table 6 (c)
Coefficients Model to fix the Predictive Power of WS for OCB

Model		Unstandardized Coefficients		Standardized Coefficients	*T*	*Sig.*
		β	Std. Error	Beta	β	Std. Error
1	(Constant)	11.979	1.936		6.187	.001
	Workplace Spirituality	.345	.023	.663	15.238	.001

a. Dependent Variable: OCB

Regression analysis was done to see the effect of WS on OCB. The results revealed that WS had a reasonable power of practicably of OCB. The data indicated that the contribution was statistically significant in explaining the variance in OCB (B =.34, β =.66).

Discussion

This section of the study shows the results of data gathered from correlational descriptive research-this quantitative research examined the relationship between WPS and OCB. Moreover, the effect of WS on OCB was also determined through regression analysis. The first objective was to examine the link between "workplace spirituality" (WS) and "organizational citizenship behavior" (OCB). Pearson r was applied to find an association between both (WS&OCB). The outcomes revealed a strong and positive correlation between WS and OCB. In addition, the association of factors of WS with OCB was also found, and outcomes showed that factors of WS have a moderate and positive association with OCB. The results are consistent with the prior studies (Duby et al., 2020; Genty et al., 2017; Kaya, 2015; Kazemipour et al., 2012). All these studies have shown a positive and robust connection between WS and OCB.

The second research question examined the difference in WS and OCB regarding the demographic factors of gender and experience. The data regarding gender was found through conducting a t-test. Only two sub-factors of WPS have significant differences regarding gender, which are compassion and mindfulness. The findings are consistent with Organ and Ryan (1995). They found that no significant difference exists regarding gender in finding an association with WS and OCB. The reason for the difference is that females have more empathy and care for other people than males.

Moreover, females are more conscious of their thoughts. In this way, females and males regard "compassion and mindfulness" differently. Regarding the experience of teachers, ANOVA was applied to examine the difference between WS and OCB. Furthermore, post hoc Tukey was applied to see the significant results of two subscales of WS. The results demonstrated that mindfulness and transcendence had a significant difference in terms of teachers' teaching experience.

In the last research question, the effect of WS on OCB was found. Regression analysis was done to see the impact of WS on OCB. The findings revealed that WS had a reasonable predictive power of OCB. Outcomes are in line with (Helmy & Wiwoho, 2016; Jannah & Santoso, 2017; Makiah & Nurmayanti, 2018). The data revealed that WS affects OCB positively and has shown that WS is a major determining factor of OCB.

Conclusion

Job performance, higher productivity, job satisfaction, effective leadership, fostering OCB among employees, reduced absenteeism and employee turnover, and many other good outcomes for organizations are all influenced by WS. This research was conducted to find the relationship between OCB and WS. The results concluded that a strong link exists between WS and OCB. Furthermore, the study also found the difference in WS and OCB regarding the demographic factors of gender and

experience. The outcomes showed that females are more conscious of their thoughts. Regarding the experience of teachers, ANOVA was applied to examine the difference between WS and OCB and outcomes showed that two factors of WS i.e. mindfulness and transcendence had significant results. Moreover, Regression analysis was also performed to see the effect of WS on OCB. The outcomes revealed that WS had a significant impact on OCB.

Recommendations and Limitations

This study found a significant connection between WS and OCB, so, organizations may try to generate a culture of spirituality at work. In this regard, successful organization tactics are required to use the workspace spiritual philosophies. Top management should be transparent in communicating the organization's philosophy around spirituality, and the organization's employees and top management can practice this philosophy at all levels of the organization. Milliman et al. (2003) stressed that practicing workplace spirituality should be confirmed before positive results can be obtained from employees or organizational performance over time. Since this concept is intense and unpredictable, institutions should clarify what spirituality in the workplace means and allow staff encourages employees to take part in a group discussion about how to create a spiritual culture. Listening to training programs and teaching interpersonal skills may be beneficial to help this process.

Future research should carefully consider the various ways in which spirituality can contribute to the spiritual well-being of the workplace. This study was limited to the Lahore division. Future studies may consider research in the wider Punjab Province. Moreover, future investigations may include other variables affected by WPS, e.g., job performance, organizational commitment, etc. In addition to limitations, the study included government sector SSTs, and future studies may also have the private sector SSTs or different sample may be selected to validate the study results.

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Organizational Commitment of Secondary School Teachers: A Comparative analysis of Gender, Age, Rural and Urban Schools

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Abstract

Organizational commitment is considered as an anthology of thoughts that the workers have regarding their job in any organization. This is considered as an important factor that predicts the strength of bond between an employee and his/her organization. The current research study was aimed to check out the difference in organizational commitment with respect to gender, age and location. The study was carried out using a survey method. All the (13764) private secondary school teachers of Rawalpindi and Islamabad were the population of the study. 860 teachers were selected from private secondary schools of Rawalpindi and Islamabad by using stratified disproportionate random sampling technique. In this study, the Organizational Commitment Scale (OCS) was used as a research instrument. It was found that the commitment of female teachers were better than male teachers. It was also found that the rural teachers were more committed as compare to the urban ones. Moreover, the older teachers were found to be more committed than the younger ones.

Keywords: Affective commitment, normative commitment continuance commitment organizational commitment, demographic variables,

Introduction

The workers of an organization are considered as a key to its success. Their commitment to work for the organization can act as a key factor for its progress. Organizational commitment is considered as the thinking of workers to accept the organization and wanting to become part of the organization with zeal and zest (Robbins, 1998). This mentality makes individuals binding with the organization and a wish to be a part of an organization. People with high organizational commitment have wish to work hard, show loyalty and accept the goals and principles of the organization (Tella, et al., 2007). Organizational commitment is also the spiritual connection between an individual and organization which is shown by the commitment of doing

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assigned tasks by the authorities. Hence, it is considered as an important link between employees and the organization (Tsai & Huang, 2008). It is very important factor for an organization because dedicated employees are often keener to sacrifice for the organization as compare to those who have less organizational commitment (Vitell & Singhapakdi, 2008). Furthermore, the employees with higher organizational commitment tend to stay in the organization even though they have an option to work for any other organization (Bhuian & Menguc, 2002; Weihui & Zhao, 2011).

Background of the Study

For school administrators, it is a challenge to have experienced and competent teachers in their institutes. In case of private sector institutions of Pakistan, this challenge has become a headache for the administrators as it is obvious that advertisements for school teachers are being published regularly in various newspapers. In Karachi, Lahore, Rawalpindi/Islamabad and other big cities the teachers have more job opportunities, so they tend to leave the organization as soon as they are offered a new job with better facilities. Hence the problem of leaving the job becomes more severe in high populated areas as compare to less populated areas (Khan & Aziz, 2013). A study was conducted in Rawalpindi and Islamabad to find the intention of teachers to leave the current job showed that teacher turnover intention is a big problem in the institutions of big cities including Rawalpindi and Islamabad (Zahra et al., 2013). In this connection the researcher felt a research gap between organizational commitment and demographic variables. Therefore, it is important to conduct a study to examine the differences in organizational commitment with respect to gender, age and location of private school teachers.

Statement of the Problem

Organizational commitment of teachers plays very important role in any educational institution. The commitment of teachers who belong to different areas, gender and experience may vary from other teacher. The private schools of Pakistan facing such demographic variation problems. Therefore, the researcher decided to fill the research gap and conduced study on organizational commitment of teachers in terms of age, gender and locality.

Objectives

1. To compare the level of organizational commitment of male and female private secondary school teachers.
2. To compare the level of organizational commitment of urban and rural private secondary school teachers.
3. To compare the level of organizational commitment among age groups of private secondary school teachers.

Research Questions
1. Is there any difference in organizational commitment of teachers regarding gender?
2. Is there any difference in organizational commitment of teachers regarding locality of schools?
3. Is there any difference in organizational commitment of teachers in term of their age?

Literature Reviewed

This section provides theoretical basis of the current research work.

Organizational Commitment

Organizational Commitment is considered as a very famous term used by the researchers now a day. It is considered as the level at which the employees are familiar with the organization and want to be part of the organization. This commitment refers to the level at which employees are prepared to work in the organization. Furthermore, the worker's trust in the company's goals and mission is also considered. He/she also desires to continue working in the company utilizing the best of his/her abilities (Singh & Pandey, 2004). Individuals are subject to have psychological constraints in organization (Bashir & Ramay, 2008).

Organizational and personal variables including organizational tenure, age and personality may affect the organizational commitment of the employees (Singh & Pandey, 2004). Therefore, organizational commitment is a state where employees are familiar with the organizational goals and still want to stay in the organization to achieve those goals. The commitment of employees is the psychological wealth that employees possess in the work environment. The researchers consider three types of organizational commitment which are briefly stated as under.

1. *Affective commitment:* Affective commitment means a sense of recognition of organization (Meyer & Allen, 1991). It is a practice for employees to think, execute and ponder about his/her relationship with the organization (Clugston, 2000). Meyer, et al. (1993) argued that workers who have a higher level of affective commitment in the organization will not only be willing to work because they need to work but also because they are willing to continue working with energy. The relationship between the organization and workers is constructive as the employees with high affective commitment have the same standards as the organization's standards (Shore & Tetrick, 1991). Therefore, it is right to say that the employees who have high affective commitment will stay long in the organization, because they have the will to work for their organization.

2. Continuance commitment: Meyer et al. (1993) state that the continuance commitment is a person's perception of the cost of leaving the organization. Hence, Yang (2008) comments that it is an observable fact as the employee signs the contract with the organization after keeping in view the cost effectiveness of the job. It is also related to the experience of work and understanding of the organizational needs by the employees. Nagar (2012) claimed that workers who have high degree of continuance commitment often think that leaving the organization is not easy because they fear of the costs they have to bear after leaving the organization. It may also be due to the fear that they have less job opportunities outside the organization they are working at present. In other words, workers stay in the organization either because they think that they will not be accepted by other organizations or there are no other work options outside the organization. Clugston (2000) argued that employees who have high degree of continuance commitment will stay long in the organization, because they think they must do so for their financial benefits.

3. *Normative Commitment:* Is the commitment to the dedication of an employee with the organization based on ethical considerations (Meyer & Allen, 1997). This is usually the result of socialized practice and due to firmness of an employee on the sense of responsibility. It can be strengthened by the society that develops commitments and tendencies in its individuals (Yang, 2008). It also refers to the thoughts and responsibilities left by workers of the institution. Workers who have normative commitment high believe that it is a right approach to expand their positions in the organization.

Normative commitment can be increased by creating an environment in which the employees sense that they have invested resources and time in the organization, hence it is an obligation to work with full devotion for the institution (Meyer et al., 1993). Workers with highly normative commitments should also be responsible for the benefits they receive from the organization by working hard and continuing to work. The normative dedication and dedication of employees persuades them to stay in the organization because they think they must do it (Clugston, 2000).

Demographic Variables and Organizational Commitment

Organizational commitment has been studied a lot in terms demographic variables such as income, marital status and gender etc. Keeping in view the current study, following are important demographic variables reviewed by the researchers (Balay et al., 2010).

Organizational Commitment and Gender Differences

Many researches investigating the impact of gender on organizational commitment. According to Balay et al. the traditional organizations were male organizations hence the women who worked in those organizations were less loyal.

Kargar et al. (2012) has considered the other side of the coin in which the organization where men and women work together efficiency and output levels are related to productivity not the gender of the employees. They also found that at the same time, the organizational commitment chart has also risen. While discovering the reasons this growth they found that there were competitive awareness, professionalism and low absenteeism.

Saifuddin and Nawaz (2012) shows that women tend to work with more commitment as compare to their counterparts. Furthermore, the females are found to be more task oriented when compared with males. The study also discloses that while working in the common environment male workers show better commitment as compare to female workers because they (male workers) views to develop a sense of competitiveness in their minds.

In another study, Kumari and Jafri (2011) studied the organizational commitment of female and male secondary school teachers. Through t-test analysis of data, the study investigated that the female university teachers were more commitment with the organization as compare to male university teachers. Likewise one more study indicated that the female teachers showed more commitment when compared with the male teachers (Zilli & Zahoor, 2012).

Organizational Commitment and Age Differences

A lot of researches have been done to find the effect of age of employees on their organizational commitment. For instance, a study by Isaiah et al. (2006) argued that age of employees was positively correlated with the organizational commitment. The study also unveils that many employees realize that their working hours basically do not take into account their family needs. Furthermore, the sense of responsibility gradually matures as a person grows. The subsequent job opportunities also decrease. As a result, individuals in the upper age group have more organizational commitments than the recruits. In addition, monetary gains such as wages, pensions, funds and allowances also support this phenomenon (Nawaz & Kundi, 2010).

What is certain is that older workers and young workers interpret and understand work/organization-related experiences and events in different ways, thereby disclosing reports on work/organization methods for different age groups show different interpretations (Weiss & Cropanzano, 1996). There are reports that certain age groups are more fascinated by organizations which inevitably be matched with more productive daily organizational practices (Luchman, et al., 2012). For instance, Kanchana and Panchanatham (2012) explored the differences in the organizational commitment of workers in different age groups (less than 25, 26-35, 36-45, and over 45 years). They pointed out the differences in the organizational commitments of employees in an organization. On the other hand, Naderi (2012) reported that workers in different age groups have no significant differences in organizational commitments,

which shows that no matter how old the workers are, there is no difference in their commitments to workers. The organization in which they work will have no issue of age of their employees.

Organizational Commitment and School Location (Urban and Rural)

Like many other demographic variables, location of the school may also affect the organizational commitment of the employees. For instance, Kumari and Jafri (2011), Nagar (2012), Raj and Lalita (2013), Zilli and Zahoor (2012), and many other studies have found that teachers belong to the rural areas had better organizational commitment as compare to urban areas. On the other hand, there is no difference found in the commitment in rural and urban teachers (Garipağaoğlu, 2013). Likewise, Suki (2011) pointed out that rural teachers have no difference in the commitment when compared with urban teachers.

Research Methodology

The research was descriptive by nature and survey method was applied to collect the data. All (13,764) private secondary school teachers who are teaching in various secondary schools of Rawalpindi and Islamabad were the population of the study. The researcher selected 860 teachers by applying stratified disproportionate random sampling technique. The lists of private secondary school teachers were obtained from the Educational Officer of the Rawalpindi, Deputy District Education Officers and the Private Education Regularization Administration of Rawalpindi and Islamabad. 860 teachers were selected from private secondary schools of Rawalpindi and Islamabad by using stratified disproportionate random sampling technique. For the collection of data from the respondents the Organizational Commitment Scale (OCS) comprised of eighteen items developed by Meyer and Allen (1997) was used. The researchers personally visited the sample schools and collected data. In order to analyze the data, the researchers used mean, standard deviation t-test and ANOVA tests.

Results

Table 1
Descriptive Analysis

Variables	N	Mean	Std. Deviation
Urban	442	58.60	10.783
Rural	418	61.28	11.675
Male	328	57.67	10.609
Female	532	61.28	11.499

Table 1 describes that the difference between the mean scores of rural (N=418, M=61.28, SD=11.675) and urban (N=442, M=58.60, SD=10.783) secondary school teachers was 2.68 which showed that the rural teachers were more committed as

compare to the urban teachers. Similarly, Table 1 also shows that the difference between the mean scores of female (N=532, M=61.28, SD=11.499) and male (N=328, M=57.67, SD=10.609) secondary school teachers was 3.61 which indicated that the female teachers were more committed than the urban teachers.

Table 2

t-test Analyses: Gender, Urban and Rural

Variables	t-test for Equality of Means		
	t	df	p
Rural and Urban: Organizational Commitment	-3.488	858	.001
Male and Female: Organizational Commitment	-4.595	858	.000

Table 2 indicated that there was a significant difference in the mean scores of female (M=61.28, SD=11.499) and male (M=57.67, SD=10.609) teachers as t (858) = -4.595, p=.000<.05. Hence, $H_0 1$ was rejected. Moreover, female teachers presented better scores in organizational commitment as compare to the male teachers. It was also established that a significant difference found in the mean scores of rural (M=61.28, SD=11.675) and urban (M=58.60, SD=10.783) teachers as t (858) = -3.488, p=.001<.05. Hence, $H_0 2$ was rejected. Moreover, rural teachers showed significantly better organizational commitment than the urban ones.

Table 3

Descriptive Statistics of Age

Age groups	N	M	SD
younger than 25	336	61.79	12.177
25-34	396	58.66	10.785
35-44	94	57.83	8.923
45-54	23	59.30	9.167
55 or above	11	66.00	14.656
Total	860	59.90	11.298

Table 3 indicated descriptive analysis of various age groups. The results showed that the teachers with age group 55 years or above (N=11, M=66.00, SD=14.656) showed top organizational commitment while age group of younger than 25 years (N=336, M=61.79, SD=12.177) got second position in this regard. However, age group of 35-44 years (N=94, M=57.83, SD=8.923) showed least organizational commitment when compared with other age groups.

Table 4
One Way ANOVA: Age Groups

	df	F	Sig.
Between Groups	4		
Within Groups	855	5.263	.000
Total	859		

Table 4 presented the results obtained by using one way ANOVA. It showed that a significant difference found between organizational commitment of teachers and their age as $F(4, 855)=5.263$, $p=.000>.05$. Hence, H_03 was rejected. As one way ANOVA showed significant results therefore, the researchers used Post Hoc Tukey to check the difference among different age groups.

Table 5
Post Hoc Tucky Test: Age Groups

(I) age	(J) age	Mean Difference (I-J)	Sig.
Younger than 25	25-34	3.135[*]	.002
	35-44	3.962[*]	.021
	45-54	2.487	.841
	55 or above	-4.208	.735
25-34	35-44	.827	.968
	45-54	-.648	.999
	55 or above	-7.343	.201
35-44	45-54	-1.475	.980
	55 or above	-8.170	.149
45-54	55 or above	-6.696	.477

Table 5 indicated that a significant difference found between the age of younger teachers than 25 years and 25-34 as $p=.002<.05$ and the difference was 3.135. Similarly, the teachers who were 25 years old were significantly better than 35-44 years as $p=.021<.05$ and the difference was 3.962. All the other groups showed no significant variations. This showed that between age of less than 25 to 44 years teachers showed significant variations when their organizational commitment was measured. After the age of 44 years the teachers showed non-significant variations. Hence, it was found that after the age of 44 the teachers became committed to their organization.

Discussion

A lot of researches have been done to explore the commitment of employees with their organization. The purpose of conducting such studies may vary across the world. Likewise, this study was designed to explore the difference in the organizational commitment level of male and female teachers working in private schools of

Rawalpindi and Islamabad. The current study concluded that the female teachers were more committed to their organizations when compared with their counterparts. The studies conducted by Mathieu and Zajac (1990) and Mowday et al. (1982) found almost similar results. Both concluded that men use to spend less time and money for their organization when compared with women. Likewise, Loscocco (1990) found that women were proud of their organization and they tend to maintain their status in the organization. Furthermore, the women did their work in more organized way as compare of men who showed less organization in their work. Hence, many clarifications were reported to account the greater commitment of women workers. On the other hand, some studies found no relation between gender differences and commitment to the organization (Billingsley & Cross, 1992; Jonathan, et al., 2013). Previous studies have shown different results, which may be due to differences in culture and topography. Therefore, it can be concluded that compared with male teachers, the commitment of female teachers in private secondary schools is stronger

The second goal is to test the difference between the average scores of the organizational commitments of urban and rural school teachers in the private sector. According to the results of this study the teachers teaching in the rural areas of Rawalpindi and Islamabad were more committed than the teachers working in the urban areas. Zilli and Zahoor (2012) conducted a study which yielded similar results in favour of rural teachers. Likewise, the studies conducted by Raj and Lalita (2013) and Nagar (2012) concluded their results that the urban teachers showed less commitment and left jobs frequently as compared to the rural teachers. In contrast, while exploring the commitment level of rural and urban teachers Suki (2011) and Garipağaoğlu (2013) found no difference. The conclusion is that teachers in rural areas are more determined than teachers in urban areas. This may be because rural teachers have fewer employment opportunities than urban teachers. Therefore, they show loyalty and commitment to the organization.

The third goal of this research was to explore differences in teacher age in terms of organizational commitment. The results of the current study found significant differences between different age groups. In addition, it was also found that when teachers were over 44, they showed greater determination. Jonathan, Darroux, and Massele (2013) also obtained almost similar results. Their research shows that the most loyal people are over 50, while the least loyal people are the youngest (between 21 and 30 years). Therefore, it can be concluded that old people are more loyal than young people. The reason older people invest more in organizations is that they are less enthusiastic about finding new opportunities and moving to new places than younger people. The level of commitment of young teachers was lower than that of older teachers (Jonathan, et al., 2013).

Conclusion

On the bases of current study result following conclusions were made:

1. It is concluded that the female teachers were more committed to the organizations as compare to male teachers. It may be due to less opportunities or they do not like to quit institute due to sense of responsibility.
2. It is also concluded that the teachers teaching in the rural areas of Rawalpindi and Islamabad were more committed than the teachers working in the urban areas. The teachers are working in urban areas of Pakistan may has more job opportunities as compare to the teachers of rural areas. That is why they are more committed.
3. It is further concluded that old people are more loyal and committed than young teachers. The reason is that the older people invest more in organization in terms of time and commitment on the other hand the young teachers have more opportunities that is why they quit the organization.

Recommendations

The study yielded that the teacher teaching in the schools located in rural areas of Rawalpindi and Islamabad were more committed to the organization than those who were working in the urban schools. One of the possible reasons of this difference may be due to the fact that the urban school teachers have more opportunities to avail another job than the rural ones. This may allow the urban teachers to quit the current organization to join the new one. To overcome this problem, it is recommended that there may be a unified wages system across rural and urban schools. Furthermore, all the private schools are required to facilitate their employees in a similar way.

The study also found that older teachers were more committed that younger teachers. One of the reasons of their dissatisfaction may be due to search of better opportunities by the young teachers. To overcome this issue, it is suggested that the private school authorities may introduce a system in which the teachers who work for longer period may be benefitted. Furthermore, they are suggested to constitute a grievances committee which may so that the complaints of the employees who want to leave the organization may be incorporated.

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Scholastic Planning and Strategy of Secondary School Teachers Regarding Capability based Teacher Education: A Comparative Study

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Abstract

The main purpose of the study was to find out educational planning and strategy of Secondary School teachers (Conventional, online and NTS) regarding capability based teacher education. Basically this study was descriptive in nature. In order to collect the relevant data multistage and stratified random sampling techniques were used. In this study a self-developed valid and reliable and five point Likert scale was used to collect the data. The inferential statistic i.e. analysis of variance (ANOVA), and descriptive statistic coefficient of variation, standard deviation and mean were used for data analysis. The Instructional planning and strategy competency score of NTS teachers was consistent as compare to conventional and online SSTs regarding CBTE. So, it was concluded that national testing service mode of selection was better than other two. It was recommended that refresher courses might be conducted for conventional and online teachers to improve the Scholastic planning and strategy capability.

Keywords: Conventional teachers, online teachers, National testing service (NTS) teachers, Capability based teachers' education (CBTE). Analysis of variance (ANOVA)

Introduction

Capability is the skill and knowledge that empower the teacher to be effective. Teachers should have wide varieties of competencies to handle complex environment of a class. Teaching profession is actually the integration of professional judgment and proficient use of teaching competencies. Many studies on education practices indicate, mainly four classes of competencies produce the highest scores, in which Scholastic planning and strategy capability, classroom management capability, formative assessment and personal competencies of the teachers. So Scholastic planning and strategy capability is very important for successful teacher.

In Pakistan the recruitment of teachers has not been appealing as bias, political interference ghost teachers and nontransparent practices to control the entire Scholastic

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system (Alam, 2015). In 2006, Khyber Pakhtunkhwa Awami National Party (ANP) decided to recruit the secondary school teachers through its Schools & Literacy Department from all interested contestants acquiring BA/BSc degree along with B.Ed./B.S.Ed. for the periods of six-month only. These are called online secondary school teachers (SSTs). Again in 2014, Pakistan Tehreek-E-Insaf (PTI) Government in KP tried to recruit SSTs and lower categories of teachers through national testing service (NTS). These are called NTS teachers (Iqbal, 2013).

Teacher performs a vital role in the teaching learning environment. Teacher performs many activities in the classroom during teaching. A teacher effectively communicates the important concepts, motivates, and disciplined the students and keep individual difference of the students in mind. Although all the mentioned points are very crucial but scholastic planning of the teachers connect all these points in one chain. This Scholastic planning makes the teachers' lesson smooth, effective and enthusiastic. It reduces the teacher labour, time and resources (Atta, 2013).

Scholastic planning is most important responsibility of the teachers. Teacher's every day job contains their pupils' studies fulfill the requirements of the curriculum, society demands and expectation. Teachers must keep the needs and interest of the students as well as to contribute as much as possible to making the teaching in tough and rough situation. To overcome all these types of situations, teacher needs Scholastic planning and essential practical and theoretical knowledge (Yinger & Hendricks-Lee, 2000).

Planning is the process before going to start the actual situation. The quality teaching is generally related with quality planning. A worthy educator must have comprehensive awareness about national goals, aims and objectives in effective planning. The nature of planning process is critical and cyclical. Teacher design the class room activities, select some strategies, implement these strategies in the classroom situation, assess the learner achievement and at last re-plan to cover some shortcoming and further improvement in the planning (Naz, 2016).

Scholastic planning consists developing of specific and general objectives, learning activities, clear cut Scholastic plans and assessment system to know whether the predetermined objectives have been attained or not. When teachers understand their objectives then they can utilize time, money and resources effectively, then students are cleared about their learning objectives and focus their attention on learning activities. In this way they can get clear direction towards their destination. So students and teachers attain benefits from the Scholastic planning (Niksolehin, 2009).

Educational strategy is a method which a teacher uses in the classroom in his teaching to attract, involve students in rising interest, critical thinking, and positive relationship among the peers and improve students' academic achievements.

Educational strategies cover various concepts of the contents and how to deliver the lessons among various abilities of students (Browne, 2011).

Scholastic strategy is a technique; teachers bring in their routine teaching to assist the learners to become independent and strategic learners. Those strategies called learning strategies, when students use them independently to complete tasks and meet goals. Teaching strategies which are effective in any education program comprise, independent study, group discussion, cooperative learning, portfolio development and role play etc. Scholastic strategies can be used to all grade levels and subjects and can cover to all types of students. Scholastic strategies can motivate and focus the attention of the students. It organizes information for remembering and understanding. It also use to asses and monitor the learning (Walker, 2002).

Teaching strategies assist the students and teachers in teaching learning development at large extent in many ways. It includes many activities and techniques that learner practice in daily routine according to their mental level mental capabilities and interest. Teaching strategies means different methods used by teachers to assist the learners to learn the relevant course material and able to achieve the desire goals in upcoming time. Every teaching strategy is used by different method according to the needs, interest and mental level of the students. Teaching strategy successfulness is judged through assessment of students learning capabilities by comparing some standard criteria (Armstrong, 2013).

The objectives of the scholastic strategy to busy students, inspire, encourage and make them to concentrate on the learning. Teachers select and use various teaching strategies with respect to need, mental level the students and available resources etc. It is essential for instructors to practice vast variety of strategies, but always keep the interest and mental level and need of the content in his mind. The clever choice and implementation of the strategies makes the teacher lesson more appealing and interesting (Janssen, 2014). So, it is concluded that scholastic planning and strategies capability is very helpful and have positive impact on students learning outcomes.it has been seen that best types of strategies and classroom situation are positively correlated with each other and it produces the best results among the students.

Research Objectives

The objectives of the present research work were following

1. To find out the Scholastic planning and strategy capability of different modes of selected secondary school teachers regarding capability based teacher education.
2. To compare Scholastic planning and strategy capability of different modes of selected secondary school teachers regarding capability based teacher education.

Research Question

The only research question is given below:

1. What was the scholastic planning and strategy capability of different modes of selected secondary school teachers regarding capability based teacher education.

Research Hypotheses

The only research hypothesis is given below:

1. There is no substantial difference among the Scholastic planning and strategy capability score of different modes of selected secondary school teachers regarding capability based teacher education.

Significance of the Study

The given research work obviously showed as one of the main chains of progress in the field of teachers training and recruitment. The present research absolutely be turning point in the area of teacher's education and training. Ideal teachers of the nation are pictures of the astonishing and gifted eventual fate of the youths. The research may help to the policy makers and educators and selectors to choose some suitable selection principles for every level of educators.

This study may also guide the school heads, Scholastic administrators and Scholastic policy makers to understand the Scholastic Planning and strategy of each category of teachers. Policy maker might better judge that which one teachers having better skill in the Scholastic Planning and strategy com in comparative perspective. The study in hand may also provide guidelines for further researchers and recruitment personals that which one criteria of teacher's selection is the best one.

Limitation of Research

Standardized Instrument was not available for this study to find the Scholastic planning and strategy capability. Researcher developed self-made questionnaire to find the scores of Scholastic planning and strategy capability for different modes of selected secondary school teachers regarding capability based teachers' education (CBTE).

Delimitations of Research

1. The research work was restricted to merely public secondary and higher secondary schools of D.I. Khan.
2. Those Secondary School teachers who were selected through conventional, online and NTS way were selected for the research.

Research Framework of the Study

The following were the theoretical frame work of the current research work.
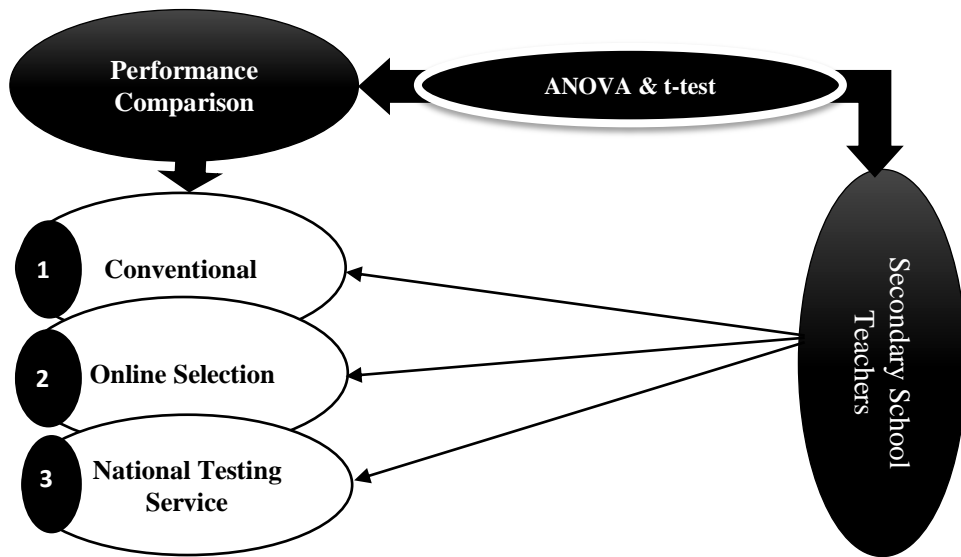
Research Methodology

Research Design

Since the researcher was going to explore the existing situation of secondary school teachers recruited through different method of selection like online, conventional and national testing service (NTS), so the design of the study was descriptive in nature, and the survey method was used to collect the relevant data.

Population of the Study

All secondary school teachers (SSTs) of district Dera Ismail khan in high and higher secondary schools were selected for this present study as a population. All these secondary school teachers were initially recruited through different method of selection like online, conventional and national testing service (NTS) process. All those higher and high secondary schools were selected where all three types of teachers were performing their job.

Table 1
Population of high and higher secondary schools (Gender wise) in district D.I.K

District D.I. Khan Schools	High Schools	Higher Secondary	Total Schools
Male	71	24	95
Female	45	11	56
Total	116	35	151

Source: District EMIS D.I. Khan 2018-19

Table 2
Male and Female population of secondary school teachers (Conventional, online and NTS)

District D.I. Khan Schools	High Schools	Higher Secondary	Total Schools
Male SSTs	101	24	133
Female SSTs	40	12	111
Total	141	36	244

Source: District EMIS D.I. Khan 2018-19

Sample of the Study

There were 23-schools randomly selected out of 151 high and high secondary schools located in urban and rural areas of District D.I. Khan. There were 62 secondary schools teachers (38-Male and 24-Female) selected from 23-schools on random bases. Multistage stage random sampling was used in this research. A sample of twenty-three secondary schools in district D.I. Khan randomly selected out of 151- High and higher secondary schools at primary stage. The 62-secondary school teachers (SSTs) were nominated by stratified random sampling from the population.

Tool for the Data Collection/ Instrument

The scholar self-made Scholastic planning and strategy capability scale was developed for the current study. This was a five points Likert scale used to measure Scholastic planning and strategy capability of the secondary school teachers. This scale ranging from 1 to 5, 1 for strongly disagree and 5 for strongly agree, was used for this particular study (Ganaie & Mudasir, 2015). The items of the questionnaire cover Scholastic planning and strategy capability of the secondary school teachers. The respective tool comprised ten items based on 5-point Likert scale to judge the Scholastic planning and strategy capability of the secondary school teachers. The tool for the present study was developed on the bases of Government of Pakistan national professional standard for teacher education in Pakistan.

Administration of Subject Matter Capability Scale

The objective of the instrument was clearly and sincerely described before the teachers from whom, the information was gathered. It was also explained before the SSTs that, collected information would keep confidential and used only for research purposes. Every action was considered by scholar to keep broad understanding among all tested secondary school teachers selected trough different methods. The data of Scholastic planning and strategy capability about sampled male and female secondary school teachers was collected by different subject specialist of various disciplines (Physics, Chemistry, Biology, Mathematics, English, Urdu, and Islamiyat). This data was collected through researcher self-developed Scholastic planning and strategy capability scale. Scholastic planning and strategy capability was observed of respective secondary school teachers by Subject specialist of various disciplines, when the same SSTs were teaching to their students. The expert team gives his judgment about the Scholastic planning and strategy capability about respective SSTs on prescribed rating scale. The same method was adopted for every male and female secondary school teacher which was selected through different modes (Ganaie & Mudasir, 2015).

Procedure of the Study

Scholastic planning and strategy capability scale was administered among twenty three-secondary and higher secondary school teachers. The scores of Scholastic planning and strategy capability score was collected from twenty-four females and thirty-eight male secondary school teachers. The tool was administered to sample SSTs by subject specialist of various disciplines. The researcher provided relevant instructions to subject experts related to tool of the study verbally and manually. The subject experts collected the data about Scholastic panning and strategy capability by observing and rating the items of prescribed rating tool, when these secondary school teachers were busy in teaching to their class on specific venue, date and time (Ganaie & Mudasir, 2015).

Statistical Analysis

The data of Scholastic planning and strategy capability about the respective male and female secondary school teachers was collected, ordered and analyzed. The analysis of the data about Scholastic planning strategy capability of Conventional, Online and NTS selected secondary school teachers regarding CBTE was determined. The data was analyzed through SPSS-17 by using mean, standard deviation and analysis of variance (ANOVA) to find the differences among the three respective groups of teachers (Iqbal, 2013). The analysis of variance is a statistical technique used to compare the difference among three or more than three means. There are many situations, where researchers try to compare three or more than three means at a time, then ANOVA is used (Choudary & Kamal, 1998).

Table 3

Mean difference of Scholastic planning and strategies capability of conventional, online and NTS SSTs

Groups/Batch	Sum of Squares	d.f	Mean Square	F_{Tab}	Fcal	*p*	α
Between Groups/Batches	804.01	2	402.01	3.03	40201.43	0.01	0.05
Within Groups/Batches	3.41	397	0.01				
Total	807.42	399					

Table 3 represents $F_{Cal} = 40201.43 > F_{Tab} = 3.03$ and p = 0.001 < 0.05, which indicates there is lot of variation among the scores of instructional planning and strategies capability scores among three set of SSTs. So, researcher concluded that null hypothesis H_0 is rejected. So the above table does not display that which one set of SST is dissimilar from other two sets. So, turkey's test is used.

Table 4

Tukey's test scores of Scholastic Planning and strategies capability of conventional online and NTS SSTs

Numerous Comparisons						
Dependent Variable: Mean of Scholastic planning and Strategy Tukey's HSD						
(I) Mode of Selection	(J) Mode of Selection	Average Difference (I-J)	Standard-Error	Sig.	95% Confidence Interval	
					Minor Bound	Higher Bound
Conventional SSTs	National testing Service SSTs	1.00	.011	.000	.97	1.03
	Online SSTs	3.75	.012	.000	3.72	3.78
National testing Service SSTs	Conventional SSTs	-1.00	.011	.001	-1.03	-.97
	Online SSTs	2.75	.013	.000	2.72	2.78
Online SSTs	Conventional SSTs	-3.75	.012	.000	-3.79	-3.72
	National testing Service SSTs	-2.75	.013	.00	-2.78	-2.72

Table 4 the scores of Scholastic planning and strategy capability scores of conventional secondary teachers was different from online and NTS SSTs as (p = 0.001

< 0.05). The same condition occurred with online and national testing service teachers in comparison with rest of SSTs.

Table 5

Mean, Standard deviation (S.D) and coefficient of variation (CV) of Scholastic planning and strategies capability scores for various modes of selected SSTs.

Group	N	S.D	Mean	C.V
Online SSTs	80	0.0503	1.15	4.38
National testing Service SSTs	120	0.0819	3.90	2.10
Conventional SSTs	200	0.1098	4.90	2.24

Table 5 shows the values of measures of dispersion and measure of central tendencies of three groups of SSTs on Scholastic Planning and Strategies Capability. The average Scholastic planning capability scores of online, National testing service and conventional SSTs were 1.15, 3.90 and 4.90 respectively. Similarly, S.D values of these SSTs were 0.0503, 0.0819 and 0.1098 while CV values of these SSTs were 4.38, 2.10 and 2.24 respectively. Since CV value of NTS- Secondary School Teachers was fewer than Conventional and Online SSTs. Therefore, national testing service SSTs score for Scholastic Planning and Strategies Capability was consistent as compared to conventional and online SSTs.
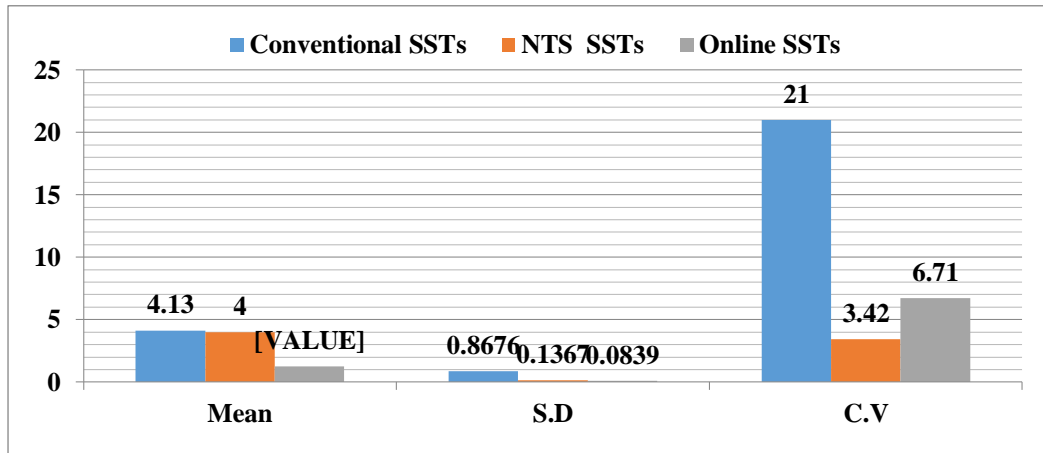
Figure 1. Equate the Instructional planning and strategy Competency

Findings

The following were the finding of the present study

1. A comparison of calculated F value and F table value of secondary school teachers selected through different modes as perceived by subject specialist through Scholastic planning and strategy capability scale was (F-Calculated = 46939.41 and F-tabulated = 3.02 and also p-value = 0.000 and α-value= 0.05) Table-3.

2. Scholastic Planning and Strategies Capability of Conventional SSTs was different from NTS and Online SSTs Similarly National Testing service teachers was different from conventional and online and online gives the different results from conventional and NTS as P-value=0.000 is less than α=0.05 value in all cases.

3. A comparison of mean, standard deviation and coefficient of variation scores of conventional, online and national testing of secondary school teachers' through Scholastic planning and strategy capability scale were [$M._{(Conventional)=}$ 4.90, $M._{(Online)=}$ 3.90 and $M_{(NTS)}$ =1.15 $S.D_{(Conventional)=}$ 0.1098 , $S.D_{(NTS)=}$ 0.0819 and $S.D_{(Online)}$ =0.503) similarly $CV_{(Conventional)}$ =2.24, $CV_{(NTS)=}$ 2.10 and $CV_{(Online)}$ =4.38]

Discussion

To overcome all these types of situations, and to overcome the hurdles of the planning teacher needs Scholastic planning and essential practical and theoretical knowledge (Yinger & Hendricks-Lee, 2000). The nature of planning process is critical and precious, so teacher design the class room activities, select some strategies, implement these strategies in the classroom situation, assess the learner achievement and at last re-plan to cover some shortcoming and further improvement in the planning (Naz, 2016).

Educational planning consists developing of specific and general objectives, learning activities, clear cut Educational plans and assessment system to know whether the predetermined objectives have been attained or not. So students and teachers attain benefits from the Scholastic planning (Niksolehin, 2009). Educational strategies cover various concepts of the contents and how to deliver the lessons among various abilities of students (Browne, 2011).

Teaching strategies which are effective in any education program comprise independent study, group discussion, cooperative learning, portfolio development and role play etc. Educational strategies can be used to all grade levels and subjects and can cover to all types of students. Educational strategies can motivate and focus the attention of the students. It organizes information for remembering and understanding. It also use to asses and monitor the learning (Walker, 2002).

Conclusion

The finding of the study showed there is substantial difference among three modes of selected teachers based on Scholastic planning and strategy capability, when they were busy to teach their students. Tukey's test results also demonstrated that all three modes of selected teachers were different from each other regarding Scholastic planning and strategy capability.

Besides this result, graphical representation and values of standard deviation and coefficient of variation (CV) of national testing service teachers was less than conventional and online selected teachers regarding CBTE, shows that Scholastic planning and strategy capability of national testing service teachers was consistent and reliable than rest of two SSTs.

Implication of the Study

The study has tremendous implication in teacher training institutions (TTIs). The Government of Pakistan started Associate Degree in Education and B.Ed (Hons) program in different TTIs across the country. The study provides base to elementary and secondary education department for the recruitment of different categories of teachers. This study also furnished the weakness in the selection criteria of teachers, so policy makers and administrative officers keep the key points, which are mentioned in this study, when they are recruiting the various categories of teachers for different levels.

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Role of TeleSchool in Students' Engagement during COVID-19 Lockdown: A Phenomenological Perspective

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Abstract

The upsurge of the Covid-19 pandemic and the consequential lockdown led to school closure globally. To cope up with this educational emergency in Pakistan, federal government took the initiative of launching a national television station, "TeleSchool". The current study intended to discover the perception and experiences of educational stake-holders; students, teachers and parents regarding role of TeleSchool in students' engagement during COVID-19 lockdown. Data collected through semi-structured interviews, focus group discussions and document analysis were triangulated to enhance the credibility of research. Interpretative phenomenological analysis was employed to analyze the data that led to the emergence of three main themes: perception and knowledge about TeleSchool, its content and role in students' engagement. All the research participants agreed that the content was effective and captivating for young children but it was not watched frequently. All participants appreciated that at least it was an effort on the part of the government to fill the gap of students' face-to-face learning to some extent. It was suggested by many participants that ministry of education can launch a regular channel to cater the needs of both formal and non-formal learning.

Keywords: COVID-19, school closure, TeleSchool, students' engagement, phenomenology.

Introduction

The contemporary world has been hit by an unimaginable catastrophe of Covid-19. The pandemic; as declared by the World Health Organization has generated a public health emergency and affected millions of lives all over the globe (WHO, 2020). In addition to damaging human lives and economy, it has drastically influenced and re-shaped the education system, particularly in developing countries like Pakistan. States with limited resources had to go for a lockdown that led to shutdown of educational institutes. This unprecedented closure of schools disrupted education of 1.27 billion children. The pandemic affected 1.6 billion children to be out of school which is almost

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80% of the World's total enrolled children (World Bank Blog, 2020). A study surveying 149 countries determined that almost all of them have switched to online mode of learning (World Bank Blog, 2020). However, when states were switching and prioritizing to online modes of teaching to mitigate the learning loss of students, there emerged a paradox. Students who were vulnerable to educational damage did not have access to online solutions. As per UNESCO report, 60% of the national distant learning is counting on online modes. Ironically, 47% of primary and secondary school children; almost 500 million children do not have internet access at their homes (UNESCO, 2020). Consequently, it has widened the inequalities and the disparity gap between haves and have-nots. Governments have invested a lot on adopting both mixed modes; online and TV/radio in their distance learning plans in order to bridge the gaps for access to learning prospects (Beaunoyer, et al., 2020).

In Pakistan too, government was conscious of the fact that education must continue through one alternative or the other. Like other developing countries, Pakistan was also facing the challenges of providing resources and access to learning opportunities to all the students particularly in the remote areas. To cope up with this educational emergency, federal government took the initiative of launching a national television station namely, "TeleSchool". The purpose was to impart education covering larger population across the country. Decision was taken keeping in view the fact that in a population of 430 million students, only 7% have access to online mode whereas, 60% have reach to TV (World Bank Blog, 2020). The current study intended to discover the experiences of educational stake-holders; students, teachers and parents regarding role of TeleSchool in students' learning engagement.

Background of the Study

The disruption caused by the COVID-19 crisis impacted education sector with an unprecedented damage. World Health Organization (WHO) was justified for lockdown to protect human lives as the pandemic proved to be highly contagious and the only known precaution is social distancing and following the prescribed SOPs. As part of necessary implications, Government of Pakistan also imposed smart lockdown in March 2020. The lockdown led to shutting down of educational institutions all over the world, including Pakistan.

Termination of Schools

UNESCO (2020) reported that this closure of schools has affected 91% of students around the globe that include 99% students from the poor third world countries. World Bank (2020) stated that the school closure has a very regressive effect on students' learning even if it is for a short period of time. The cognitive and motor skills of young children are more affected by this discontinuity. School closure not only deprived children with the learning opportunities but also impacted their growth and social development particularly the children from the marginalized groups with no other

educational alternatives. Parents were not prepared for this unprecedented time to facilitate learning of their children at home. This is more prevalent in lower socio-economic families where parents are less educated and have limited resources. Secondly, working parents leave their children at home alone; so children can be vulnerable to risky behaviors.

School closure can also lead to increase in drop-out rates which is already high in case of Pakistan (22.5 million out of school children including more girl children than boys; as per Pakistan Education Statistics, 2016-17). The prolonged closure of schools can put pressure on children of economically distressed families to contribute financially that will increase child labor. During Protracted school closure, Girl children are asked to limit themselves to household chores and thrown to early marriages (UNESCO, 2020).

Measures, Alternatives and Initiatives for Education in lieu of school closure

Profoundly transmuting all the global practices, COVID-19 has also reshaped education. Educators all over the world are striving hard to meet the students' needs and emerging challenges. In this regard, UNESCO patronaged and stimulated all the states to continue education via distance mode of education including virtual learning, e-learning and online learning. During Spanish Flu pandemic in 1918, educators used to send learning assignments as home task. Students used tangible alphabets and speller boards to rehearse spellings (Rich, 2020).

No doubt digital and technological advancement has created lot of innovative learning opportunities to cope up even in these uncertain times. Many countries adopted different learning mechanism. As pandemic initiated from Wuhan, China immediately started parallel online teaching practices to safeguard students' learning in February 2020. Bulgaria switched to e-learning in April, 2020. Finland also adopted distance and digital learning solutions for teaching instructions and providing guidance to students upon school closures. Government of Indonesia launched "School from Home (SFH)" system to migrate meaningful and effective learning from school to students' home (Rasmitadila et al., 2020). In advanced countries like United Kingdom, educational institutions utilized variety of digital platforms like Adobe Connect, Skype for business and Microsoft Teams when regular face-to-face teaching was interrupted (Ngambi et al., 2020). Rajasthan state in India initiated "Social Media Interface for Learning Engagement (SMILE) Project" for continuing home schooling. However, the project encountered constraints of lack of internet access in far flung areas, dearth of smartphones in marginalized families and limited mobile data (Sharma, & Gandhi, 2020). During lockdown, the government of Italy used the slogan, "School Never Stops" for demonstrating its commitment in guaranteeing right of education for every child (Pellegrini & Maltinti, 2020). The influence of television media is also endorsed in a recent study conducted in Punjab province of Pakistan. Wajeeha, et al. (2020)

investigated and compared the relationship between Facebook and television in information seeking and found television as the more powerful medium than Facebook.

Government's TeleSchool

Pakistan is a developing country and encountering almost the same challenges as any other third world country. Keeping in mind the issues of digital divide and financial constraints, federal ministry of education (MoFEPT) launched Pakistan's very first television channel; TeleSchool. The aim was to impart education across the country by taking learning content to students' safe home environment. Annual Status of Education Report (ASER) accounted that 60% of Pakistani population living in small villages and distant areas have access to television. Teleschool was launched on April 14, 2020 in collaboration with Pakistan Television Corporation (PTV) while technical assistance was supplemented by Allama Iqbal Open University (AIOU), Islamabad. The project is sponsored by the financial patronage of World Bank. Various EdTech NGOs like "Knowledge Platform", "Sabaq Foundation", "Taleemabad", "Muse App", and "Idara-E-Taleem-O-Aagahi" contributed their educational content to government initiative, free of cost. Government is determined to continue this channel even after the lockdown in order to improve literacy rate, reduce children drop out, address adult education and to reach 22.5 million out of school children.

In Pakistan, television was being used as tool for non-formal education, mostly broadcasting programs on agriculture, vocational and technical education (Malik & Aslam, 2011). The purpose was to raise awareness and address common problems of peasants and low skill workers who cannot attend regular institutes but want to earn respectable livelihood. There has been always a need of regular educational channel which can supplement students' learning at home. Break out of COVID-19 pandemic, consequent lockdown and substantial school closure made it mandatory. It was no possible to cater the needs of all the students by using only online learning mode because of resources constraints.

Transmissions of TeleSchool get on air seven days a week; from 8:00am to 06:00 pm and delivers lesson from KG class to Grade 12. Subjects of English, Urdu and Math were covered for KG to Grade III while all subjects are taught in higher classes. Lesson duration was 15 minutes for early grades (KG to class III) and 20 minutes for higher grades (Class IV and above).Content mostly comprised of storytelling videos that not only cover educational learning but also delivered information regarding basic health and hygiene, nutrition, financial literacy and self-awareness. Government raised sufficient awareness regarding launch and content of TeleSchool via social media, print media, uploading schedule on website of Ministry of Federal Education and Professional Training (MoFEPT) and by sending SMS to public at large.

The Purpose Statement

The outbreak of the COVID-19 struck the world unimaginably and has revolutionized the whole scenario of education system globally. The significant repercussions were closing the educational institutes and warranted for a design where only virtual education can be possible. However, it led to digital divide and widened the disparity gaps of social class. In developing countries like Pakistan, neither the state nor the public at large have the resources to avail the luxuries of online learning. "Approaching the unapproachable" was the real task in these devastating circumstances? In such situation, Ministry of Federal Education and Professional Training took an initiative to compensate the learning of students. Though a television channel cannot substitute regular face-to face school learning but it can mitigate the discontinuity at least to some extent. In this scenario, the phenomena of TeleSchool were being investigated to examine its role in engaging students' learning at primary level.

Significance of Study

This study is imperative and timely as it aimed to shed light about contribution of government's initiative of TeleSchool in captivating students' engagement during these unprecedented times. The study can anticipate much-needed information on how educators are ensuring that learning continues for every young learner. The findings of the study can reveal the extent to which policies can ensure educational equity. It can provide useful insight to educational planners, policy formulators and academicians to recognize which strategy in TeleSchool worked well and what did not, so that we can be better prepared for the future.

Central Research Question

What is the role of TeleSchool in students' engagement at primary level?

Sub-Questions

1. Was sufficient awareness being raised regarding launch, content and schedule of TeleSchool?
2. Did all the students have access to watch TeleSchool programs?
3. Do learning difficulties of students were considered?
4. Were the content of TeleSchool aligned with the curriculum and level of students?
5. Did any strategy adopted for monitoring students' progress?
6. Did TeleSchool play an effective role in students' engagement during lockdown?

Theoretical Framework of Study

Study was led by the interpretivist paradigm. Interpretivists claim that individuals generate their own cognitive and affective meanings by intermingling with a

phenomenon in multiple ways. This perception and interpretation of deriving own connotation is profoundly subjective to individual's present and past experiences with the phenomenon along with the background/situation in which the encounters happens (Kivunja & Kuyini, 2017).

Research Methodology

Existing study adopted qualitative approach with phenomenological design for exploring the role of TeleSchool in students' engagement during lockdown period at primary level in Islamabad Capital Territory. It concentrated on understanding the perceptions, opinion and experiences of public school stakeholders (primary school students, their parents and teachers) regarding Pakistan's very first educational television-TeleSchool during the lockdown period. The study also reconnoitered the experiences of three experts who were involved in TeleSchool project to gather information regarding their experience and involvement in the government initiatives. The study sought out data through semi structured interviews, focus group discussion and document analysis to get an in-depth and rich verbatim transcript.

The research employed triangulation approach to collect multidimensional perspectives of the TeleSchool phenomena. The focus group discussion was conducted with students of primary classes (Grade 4&5 children), semi-structured interviews with primary class teachers and parents of primary school children. Seven focus group discussions with 7-10 primary students in each group were conducted. Students were asked about their awareness and interest in TeleSchool program along with some questions about content of TeleSchool. Experiences of parents as one of the chief stakeholders of the education system were also worth analyzing to appraise their children's engagement for viewing TeleSchool programs. Thus, five parents were interviewed. Seven primary school teachers were approached for an open-ended inquiry to explore their perception about TeleSchool and whether they discover or observe any change in learning level of their students after they come back upon reopening of school. Opinion of three experts were sought out to investigate their involvement and lived experience of the TeleSchool. The understanding and insight obtained from these open-ended interviews enabled the researcher to present research's findings and recommendations about the role of TeleSchool in students' engagement during the school closure.

Research Design

The current study followed phenomenological approach and lens of interpretivism to explore the experiences and opinions of educational stakeholders regarding role of TeleSchool in students' engagement during the lockdown period. Phenomenology investigates shared meaning of "lived experiences" of some individuals regarding a common concept, experience or phenomenon which was TeleSchool in this study. Phenomenology helps in understanding the essence of a

particular phenomenon. It describes what all the participants have in common and how they professed or experienced a phenomenon. The purpose is to connect and develop a nexus in mutual experiences of individual to describe the universal essence. Phenomenology has its roots in existentialism and it uses an empathetic understanding of lived experiences of individuals of a certain phenomenon (Neubauer, et al., 2020).

Research Settings

The participants were interviewed from 20-11-20 to 25-11-20 within their respective school premises. Focus group discussions were designed in their own classroom; in their mother tongue and in absence of their teachers so that children remain relaxed, comfortable and can share their views without any hesitations. The participants were briefed about the purpose of the investigation and were motivated for their valuable contribution and time. Protocol sheets were developed separately for each cluster of participants and written informed consent were obtained. Anonymity and confidentiality of participation was also ensured. All the interviews were private (one-on-one) and completed uninterrupted in natural setting of the participants.

Research Participants and Demographics

Purposive criterion sampling technique was assumed to select the participants in order to seek out their detailed opinions and rich experiences about the TeleSchool. Most of the research participants were female including seven primary school teachers, three expert teachers who were involved in TeleSchool, five parents of primary school children and 51 primary students. Out of 51 primary school children who were involved in focus group discussion; 32 were girl students while 19 were boys. All the research participants were associated with public schools in Islamabad Capital Territory (ICT). Out of seven primary school teachers, four of them were teaching in urban areas of Islamabad and three were teaching in federal area. Most of the parents have lower socio-economic background and live in urban slums. The participants voluntarily contributed in the investigation without any incentive.

Research Instrument

Study was preceded using open-ended interviews and focus group discussions. Documents related to TeleSchool schedule, content selection and time-line of TeleSchool were analyzed. Researcher also viewed media coverage and reports about TeleSchool. The self-reported research instruments were developed after review of literature and the face validity of tools were validated by pedagogical expert. Triangulation of data also ensured validity of research.

Data Collection

Research data comprised of corpus obtained from open-ended; semi-structured interviews. Participants' responses were both documented and taped. The researcher also took reflective notes. Interviews with primary school teachers consisted of 03

major questions along with 08 probes and took approximately 18-20 minutes. Interviews with parents included 05 major questions and 05 probes that completed in 15 minutes. Interviews with content experts included 06 major questions and 10 sub-questions and covered 25 minutes. Focus group discussions with primary students took 10 minutes with 04 major questions and 07 sub-questions. It was assumed that all participants furnished truthful responses to the interview questions. The participants were shown their recorded answer booklet to provide them an opportunity if they want to revisit their responses and to check accuracy of the recordings.

Data Analysis

Interpretative phenomenological analysis (IPA) was deployed to scrutinize the obtained data. Data were manually coded and common themes were generated from the responses of interviews and focus group discussions. Data analysis emerged three main themes as follows:

1. Perception and knowledge about TeleSchool
2. Content of TeleSchool
3. Role in students' engagement

Theme 1: Perception and knowledge about TeleSchool

Theme 1 has following categories discussed as:

Category 1: Awareness of TeleSchool

All the seven primary school teachers were aware about the government's initiative of TeleSchool. 70% of the participants knew the purpose and schedule of TeleSchool programs. 50% of the research participants estimated that sufficient awareness was raised regarding the launch of TeleSchool program; 30% of them think that moderate awareness was raised and 20% think that there is insufficient awareness regarding public at large. All of them appreciated government's initiative and cited it as praiseworthy. Parents appreciated the launch of TeleSchool and said, "At least something is better than nothing". Experts quoted that "SMS alerts about the schedule and bandwidth frequency of TeleSchool were sent to public at large; multiple times". One expert quoted that: "we collaborated with PTV; which is still the most viewed channel in Pakistan".

Category 2: Access to TeleSchool Transmission

80% of the research participants stated that all the students had access to watch TeleSchool programs. 20% of the teachers apprehended as: "Most of our students belong to marginalized communities; day laborers and they don't have television sets; thus were unable to watch the transmissions". Some participants mentioned "load shedding issues" in their respective areas. Few participants mentioned that the TeleSchool transmissions were not on-aired on dish antenna. After school closure, many families moved to their native villages where they had no access to TeleSchool.

Category 3: Frequency of watching TeleSchool

Despite the accessibility, all participants agreed that the students didn't watch the TeleSchool program regularly; on daily basis. Four teachers believed that 30-40% of their students watched TeleSchool transmission; two teachers opined that 10-15% of their students watched TeleSchool while one teacher orated frequency of 5-10% students as viewers of TeleSchool. All the participants settled that even the students who viewed TeleSchool transmission did not watch it for more than an hour and 2-3 times in a week.

Theme 2: Content of TeleSchool

Theme 2 was emerged from following three categories as stated below:

Category 1: Easy, understandable content

Children who watched TeleSchool transmission found it quite interesting like they mentioned, "Jal GarhaykiKahani", "Peelay Dupattay", "Our super hero-Edhi Baba". Most of the students revealed their likeness about videos on mathematics and Urdu story telling videos. Beside that they mentioned names of some fascinating lessons as; Videos on "citizenship", "helping others", "fraction and electricity", "classification of animals", "structure of earth", "force and gravity". All the teachers who participated in research endorsed that the contents of TeleSchool were "easy and understandable". Language used was simple and concepts were comprehensible. One expert reported: "story telling methodology not only focused on language development but also considered social learning of students". One participant reported that: "though the content was easy but it didn't account the individual differences of students. Some slow learners faced difficulties in comprehending the concept". Another teacher mentioned that: "young children need repetition and drill of lessons that was missing in TeleSchool content".

Category 2: Content Relevance to Curriculum and Level of Students' Content

All the three experts, teaching participants and students validated that the content of TeleSchool was according to the level and age of the students and followed their curriculum. 80% of the teachers found content interesting and effective. The expert teachers however quoted that: "we have been given partial access to the contents from limited websites and that those NGOs then removed their educational videos from their websites later on".

Category 3: Interesting Content

All the participants agreed that the programs of TeleSchool were quite interesting; some mentioned them effective as well. According to 90% teachers, students liked the demonstrations and storytelling methodology of TeleSchool programs and often called them as "educational cartoons".

Theme 3: Role in Students' Engagement

The three expert involved stated that "TeleSchool was a blessing for those who don't have any other alternative mode of learning". They added that the students who availed the transmission found it effective. However, the teachers described that they didn't observe any evident and significant role of TeleSchool in students' engagement. For this they designate following reasons as:

1. The timings of TeleSchool were inappropriate. For instance, it used to start at 8:00 am for kindergarten and Class I. The analysis of documents collected from website of MoFEPT also confirmed these timings. It was quite difficult for young children to get up that early during holidays and watch the educational content. Secondly, at that time mothers used to busy in kitchen preparing breakfast and doing other households and young children cannot watch educational programs on their own without supervision of some adult.

2. Mostly young children need "live support", interaction and attention along with motivation and feedback that was lacking in TeleSchool. However, one expert opined that "some parents gave feedback on the Facebook page of their school".

3. As there was no check and balance or monitoring mechanism; consequently students and their parents didn't take it seriously.

4. Two participants expressed that it played some role in engaging students of higher grades where learners were conscious about their studies. Contrary on the other hand, one participant connoted that for higher grades students have lot of alternative options like interactive videos on YouTube and for them one-sided TeleSchool demonstrations were little boring.

5. All the participants agreed that the TeleSchool "content was effective and captivating for young children" but not watched frequently. In this context, home environment of children counts a lot. If the parents were sensitized about its effectiveness, they could give their children proper time to watch TeleSchool transmission and get some benefit out of it.

6. As far as learning and engagement of students is concerned, only educated parents and those who were cautious about the studies of their children made some efforts. However, most of the parents taught their children by themselves or send them to tuition but didn't ask them to watch TeleSchool.

7. One teacher reported that, "schools were being closed abruptly in emergency and students were in their home without any instruction/guidance about TeleSchool. If the students were stimulated by the school teachers that all the children have to watch the transmission; situation could be better to some extent".

8. Government in coordination with school management should have devised some monitoring mechanism or given some weightage in term of marks as

reinforcement for watching TeleSchool content. As one teacher orated: "since no strategy was adopted to monitor students' progress in relation to view TeleSchool so students didn't take much interest".

9. All participants appreciated that at least it was an effort on part of government to fill the gap of students' face-to-face learning to some extent. All the teachers agreed that TeleSchool could be beneficial if students have watched it under the guidance of an adult.

10. One teacher quoted: "TeleSchool could be valuable for them also to get unique ideas and activities of delivering the lessons in regular classrooms".

11. Expert teachers narrated that sometimes one topic is divided into several parts/video clips that were shown on different days and hence break the continuity of learning: "children get bored of these segmented videos".

12. As TeleSchool was supposed to cater the learning needs of whole country and it covered syllabus of ICT and all the provinces which were different from each other's. So students get confused when it announces on certain program as; "KPK English, Unit-3". Again it was quoted by an expert teacher; "students can get benefits from the TeleSchool transmission under the guidance of a mentor who can facilitate them about the course content which covered the curriculum as per SLOs and not merely the books".

Findings

1. Most of the research participants (70%) had some knowledge about the TeleSchool.50% of them were of the view that sufficient awareness was being raised about the launch of government's initiative. 30% of them think that moderate awareness was raised and 20% think that the awareness was quite insufficient. Few research participants including primary school students were aware about the schedule of the TeleSchool.

2. 80% of the research participants stated that all the students have access to watch TeleSchool programs. 20% of the teachers opined that their students did not have access to TeleSchool.

3. The subject experts involved described that as the TeleSchool was launched as a coping mechanism to bridge the learning gaps of students in emergency conditions so it didn't consider the learning difficulties of students in particular. One of the experts stated that: "it was mainly because we didn't assess learning difficulties so we couldn't focus them".

4. All the research participants endorsed that the content of TeleSchool was according to the level and age of the students and as per their curriculum. 80% of the teachers found content interesting and effective. Students also endorsed that most of the lessons and some stories were from their books.

5. The main disadvantage found was the lack of monitoring strategy to observe the progress of student learning. Moreover, no mechanism was devised to send feedback from students.

6. All the research participants described that they didn't observe any evident and significant role of TeleSchool in students' engagement for which they gave different reasons as described in data analysis section. Though students found the "story telling" methodology of TeleSchool quite interesting but sooner they lost their interest and did not watch it on regular basis. According to one teacher, TeleSchool were taken by students as "educational cartoons" that just amused them for time being and then they totally forgot the content. Another teacher stated that the content was suitable to early primary classes (Prep to III) but it lacks in depth information for senior classes.

Discussion

The current educational emergency enforced to opt for distance education. Nevertheless, it was understood that digital technologies would be unable to grasp the entire student population in Pakistan. The availability of smart digital devices, internet access and competency to use these devices were the main challenges. To mitigate the learning loss, education governing bodies in many countries collaborated with radio and television stations for broadcasting educational content. For instance, Ministry of Education in Italy and Italian State Television (Rai) drew an agreement to on air educational programs (Pellegrini & Maltinti, 2020).

Likewise, Ministry of National Education (MoNE) in Turkey reinforced its "digital educational portal" and teamed up with Turkish Radio and Television Corporation (TRT) to supplement school closure and support students' learning (Özer, 2020). All the learning materials were broadcasted via TRT and hence students without internet supply can get benefit of distance education through TV. Same strategy was followed in Pakistan to cover large group of population with limited resources and launching of TeleSchool was an attempt in this context. The study intended to investigate if government's initiative played any role in students' engagement at primary level. The research data revealed that most of the participants were being aware about the launching of channel but few know about its content and schedule. Government tried its best to raise the awareness about TeleSchool through print and social media, SMS service and public talks. Most of the participants reported that their students had access to watch TeleSchool. As TeleSchool was launched on emergency basis, it wasn't planned to address the learning difficulties of students. So is the case with monitoring students' engagement progress. However, it was ensured that the content should be aligned with the national curriculum and level of students. Unfortunately, TeleSchool failed to play any significant/effective role in students' engagement as was not watched frequently by the students. The findings resonated with

the findings of other studies in a way that particularly the students from the marginalized class of society become more at risk due to disruption in regular classroom teaching (Jaeger & Blaabaek, 2020). Another study conducted regarding induction of television programs in regular classroom of Ethiopia followed the problems of lack of coordination and supervision of an adult/teacher, pace of program being fast to comprehend, unfitting lesson planning. It also advocated involvement of teachers as monitors to get maximum benefits (Meless & Teshome, 2008).

Conclusion

All the research participants agreed that the TeleSchool content was effective and captivating for young children but it was not watched frequently. If the parents were sensitized about its effectiveness and they ensure their children to watch TeleSchool transmission; it could be helpful for them. School teacher may be involved in this process to monitor students' progress of viewing TeleSchool via WhatsApp groups as many research participants endorsed its effectiveness during lockdown period. Involving teachers can also fill the gap of "live support" of an adult. Some marks can also be allocated to reinforce and motivate the viewership of the channel.

Now as the TeleSchool transmission are on repeat telecast, its timing can be revised as 90% of the participants were of the view that schedule was not practical and feasible for young children. The study also revealed that the frequency of watching transmission was far better in urban areas where parents were educated or mindful about the studies of their children than the federal/rural areas where mostly parents were illiterate and belong to marginalized social class. Many research participants agreed to the consensus that at least state has thought about the education of their children and appreciated the initiative. It is also suggested that Ministry of education may launch its proper channel which is fully planned and organized for formal and non-formal learning. Government teachers can be engaged and trained in developing learning resource material for the channel on regular basis.

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Content Analysis of National Education Policy 2017: Educational Exertions towards Education for Sustainable Development in Pakistan

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Abstract

The core aim of the current study was to examine the vision and priority areas regarding sustainable development defined in National Education Policy 2017. In this paper, the researchers analyzed the National Education Policy Document of Pakistan (2017) by using N-Vivo for qualitative content analysis. Sustainable development has three main key areas, i.e., society, economy, environment. The paper has tried to explain how far the three aspects of sustainable development have been incorporated in the National Education Policy. The content analysis of the policy indicates that some aspects of sustainable development have been addressed in the policy. Although no separate policy plan regarding education for sustainable development has been mentioned, there are instances that indicate integration of sustainable development in the policy.

Keywords: UNESCO, sustainable development, education for sustainable development, national education policy 2017, education policy

Introduction

Investment in our education system is often seen as a key element of the economic development process. The purpose of this development was to reduce poverty, improve the health facility, gender equality in society, develop the democratic system, and maintain political stability. Education plays a major role in the contribution of different developments, as well as to eradicate illiteracy and unemployment.

The world is focusing on sustainable development for fighting economic, social, and environmental problems (Bolis & Sznelwar, 2014). The sustainable development agenda that developed in 1972 was for environmental protection. Then United Nations felt the need to add social and economic areas into sustainable

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development. It was also emphasized that education should be used as a mean to integrate knowledge, skills and attitude about sustainable development among students. The basic purpose of education for sustainable development agenda is to prepare learners for developing a sustainable world for the present as well as future generations (Murphy, 2012).

In Pakistan, free elementary education is the constitutional right of every child. In 2010, the Pakistani Assembly adopted the 18th amendment to reformulate article 37-B of the 1973 Constitution. The 1973 Constitution stated that: "The government is responsible for the elimination of the illiteracy and will provide free compulsory education up to secondary level within a very short time" (article 37-B, Pakistani constitution of 1973). From 2012 law stated that "The state provides all children between the ages of five and sixteen with free and compulsory education as prescribed by law" (p. 31).

Education in Pakistan has steadily improved over the years. According to UNDP (2016), the adult literacy rate is 58%. According to statistics (2014-15), the gross primary school net enrolment rate was 92%. Despite all improvements, Pakistan still ranks 147th in the Human Development Index (UNDP, 2016). Since the creation of Pakistan, civil and martial governments have taken initiatives to prepare enlightening strategies to increase the literacy rate and enable our youth to tackle society, climate change, poverty, gender inequality and economy problems.

It is notable that educational policies play a vital role in fulfilling the commitments of countries to meet the growing worldwide challenges for poverty, global warming, economy, environmental problems, climate change, social issues, or violence (Lozano et al., 2017). This study examines how Pakistan's Education Policy (2017) is addressing Sustainable Development and trying to make the learner responsible worldwide citizens.

Literature Review

In 1987, when the concept of sustainable development first emerged, the 'Bruntland Commission' published a report known as "Our Common Future". The report is the first effort that linked the issues and productions of economic development and ecological constancy. This report stated the description of the term sustainable development defines as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (United Nations General Assembly, 1987, p. 43). In contrast, long before the 20th century, researchers argued that there was no need for trade relations between economic growth and environmental sustainability.

Sustainability is defined as the process of meeting the needs and challenges of the present without destroying or compromising the capacity of a future nation (Hills &

Welford, 2002). It is further divided into three pillars, i.e., Social, Economic, and Environmental, these are also denoted as people, profit, and the planet, respectively (UNESCO, 2002).

Sustainable development is a growing response to the global relationship between growing environmental issues, socio-economic issues. These problems are linked to poverty and gender discrimination as well as different social problems. In addition, environmental protection is needed for a healthy human future (Majoka & Khan, 2017). Sustainable development combines ecological and socio-economic matters (Jickling & Wals, 2002). Although Dale (2001) stated that there are more than hundreds of descriptions of SD, but the world's widely endorsed accepted description is found in the Brundtland Commission report.

The concept of SD is debatable and complex. Numerous efforts to encourage dialogue between science and various partners or stakeholders are defined as sustainable development is understood in completely different ways and contexts. Jickling (1994) states that SD requires a proper concept. The theoretical framework for SD should be reasonable, and progress should be clear to all. Jukkar (2000) claims that in order to improve SD, our path must be more formal and broader. Social justice, economic prosperity, and the development of human skills are the hallmarks of sustainable human societies. Shahbaz (2017) believes that the concept of SD is a process-oriented approach that uses SD concepts to maximize the benefits and uniquely puts them in unique situations and practical situations. Actions are dynamically interdependent and do not appear to be isolated while resolving important issues. Ahmed and Hussain (2014) contended that sustainable development in its physical, economic and cultural nature can be understood and applied by appreciating the dynamic, multifaceted and structural relationship between the global environmental substrate and human societies.

Mensah and Casadevall (2019) claim that sustainable development lies in the process of social reform to increase traditional development goals. A comprehensive or systematic interpretation of sustainable development growth is seen as a modification process guided by a set of SD standards. According to this view, more rational, sustainable development can be linked to the social system for tackling society's problems through education. A sustainable society, largely versatile and intelligent, will last for decades without compromising its physical and social supply structure (Mensah & Casadevall, 2019).

Above all, the debate has indicated that we want development, but on the other hand, we want a sustainable future without the use of capital and resources. McKeown (2003) maintained on the fact that sustainable development is often an abstract intrusion meant at shifting arguments, but at this moment, we are dealing with a disreputable unwritten mystification to render an antinomy of speech. An argument has been

accepted by many scholars that sustainable development is a contradictory term. Sustainable development is only about social welfare, economic growth, and environmental issues.

SD's vision is the cornerstone of the global debate about the human future. In this global debate, the key question identifies a society-based economic performance. It is emphasized that economic growth does not necessarily enhance social well-being. A holistic or universal approach to SD is defined as a modification of a set of standards or values. The SD should theoretically and practically be linked to the education system, in order to improve the social system through training. Sustainable development is known as social change applied to traditional development goals (Caiado et al., 2017).

The literature on sustainable development shows that sustainable development ideas arose when the world realized that the atmosphere, society, natural resources, climate, and related issues are changing rapidly locally and globally. Scientists began to explore and address sustainable development to protect and maintain diversity and the long-term sustainability of the earth (Rampasso, et al., 2019). SD is being addressed at a continuous, more viable, and systematic basis, as well as recommendations are explored. The SDGs are the world's most current economic and sustainable growth agenda. The WCED brief concept of SD means that human needs are fundamental and necessary. Also, economic development must be maintained while resources are shared among developing countries and equality guaranteed by the effective participation of citizens. The word "sustainable development" has become easily recognizable to governments, non-governmental organizations, and international organizations. Since Rio de Janeiro in 1992, although McKeown and Nolet (2013) the words "sustainability" and "sustainable development" have been used as synonyms (p. 76).

Education for Sustainable Development

UNESCO recognizes that education is a tool for developing awareness about SD. Also, UNESCO promoted and provided the impression that there is a need for education that is dedicated to sustainable development. To implement the international plan, UNESCO declared the 2004-2015 periods as the era of Sustainable Education (ESD, 2005-2014). UNESCO argues that the ESD must include input key themes of sustainable development, such as education and climate change, forecasting natural disasters or hazards, and reducing poverty from developing countries through sustainable use of resources (UNESCO, 2005).

The education system includes the implementation of teaching methods that appeal to sustainable development and allow new changes and practices. Teachers consider change agents for sustainable development (Tikly, 2019). For this reason, UNESCO promoted a model of education for sustainable development that focused on providing support (O'Flaherty & Liddy, 2018). Also, it allows students to improve their critical abilities, visualize potential situations, and make joint decisions. Education

is not just about changing knowledge, skills, standards and behaviors, but also about turning individuals into responsible citizens (Singer-Brodowski et al., 2019). This role is primarily in the field of basic education. Early education is an important foundation, and higher education is dynamic to ensure that education makes a useful contribution to a nation (Dlouha & Pospisilova, 2018).

Education for Sustainable Development (ESD) was emphasized in Agenda 21. This is the first time the word ESD has been formally adopted worldwide, and at the same time, education is seen as a tool to address the concerns of sustainable development (Vargas et al., 2019). Since the concept was introduced at the Rio Conference in 1992, it has been a high priority on the global development agenda in the political area. Arguments and discussions are ongoing between Education and SD for the formation of an association. The multidimensional relationship between education and SD is explained by McKeown. Many advocates support ESD because it is seen as an important and comprehensive strategy to address the challenges of future generations. It regularly adds importance because the ESD function can play a role in dealing with disasters under a practical and defense plan.

People face great challenges at different levels: locally and globally. The rise of social, financial, and environmental problems caused the man to reflect on human actions and seek explanations for the protection of the world and its inhabitants (Owens, 2017). Some of the social issues that stand in the way of social development are human ethics, discrimination, poverty, peace, welfare, justice, violence against the law, and so on. These social problems exist in Pakistan.

As the population grows, environmental problems are increasing. We are more affected than ever by climate change, global warming, and unpredictable weather. Given the technological advances, we have a long way to go to meet the potential challenges we face if we stay up to date. Pakistan is currently facing major economic, environmental, and social challenges such as rising temperatures, deforestation, unstable weather, chronic smog, climate change and pollution, population expansion, construction of more coal-fired power plants, etc. Pakistan is presently facing enormous financial, ecological, and social problems. One of the proposed solutions seems to provide education for a sustainable system in Pakistan so that people are aware of and tackle SD challenges at the individual level. But first, we need to incorporate education policy at the national level (Zaidi et al., 2019).

United Kingdom's educational policy has focused on excellent ESD practices. Civilized education, improved academic performance and building innovative communities and ESD practice networks were the center of attention. Research found that there is less focus on sustainable development in England and Northern Ireland and this has hindered the widespread adoption of best practice in ESD (Martin et al., 2015).

In the Early 21st Century's Action Overview for Sustainable Development in USA, Education policy stated that it would strongly improve and develop community understanding about sustainable development at all levels of education (McKeown & Nolet, 2012). Along with the international community, China has played its part in strengthening the ESD. The ESD was highlighted and implemented at a time when great efforts were being made for environmental protection and sustainable development. However, environmental education is already popular in all sectors of China. In Chinese primary classrooms, ESD progressively entered. Today, sustainable development principles and concerns are applicable to different forms of informal and formal education. China focused ESD in their education policy. China Ministry of Education promote ESD through school education, higher education, in-service teacher's education as well as focus on public education for aware everybody about ESD (Education Policy of ESD in China, 2020).

ESD has been adopted as a national policy in Japan. In the first and second two eras of DESD, ESD was positioned as an essential strategy for Japan's whole education, with UNESCO Schools as the cornerstone of such promotion. Japan focus on improving both the content and availability of UNESCO Schools, and encourage education that leads to the construction of a sustainable society (Nagata, 2017).

Pakistan National Educational Policy 2017 & ESD

In the existing study, the researchers chose the education policy for a detailed analysis to identify and understand the current scenario status of ESD in the Pakistani education system.

Although, Sustainable development has gradually become a priority area for all governments around the world and requires a positive outcome through education, that reduces the upcoming needs of Pakistan to improve the nation's quality of life and sustainability. The method of planning the education policies is considered to be primarily affected politically (Shah, et al., 2019). Nazar, et al. (2018) stated that education policies do not exist in a vacuum, which is an important factor in determining educational outcomes. This policy focuses on the existence, history, and community of the country. Political planning processes are influenced by financial, political, cultural, geographical, geographical, and global contexts (Ali, 2017). Therefore, educational policy is affected by micro and macro influences. Here, we discuss Pakistan's micro-level education policies to address global sustainable development issues in Pakistan and review Pakistan's sustainable growth educational strategy.

The production of education is a complex and evolving cycle to address existing and future challenges. Therefore, the relationship between education and development is fundamental and dynamic. On the other hand, education is used as a tool for creating responsible individuals who can carefully assess their environmental footprints. Knowledge allows individuals and communities to manage their capital

efficiently and to realize the value of their wealth (Prashar, 2020). In this way, nations will harmonize natural and economic wealth and recognize each nation's capacity for contributing to a better environment (Khan, et al., 2019). The goal of sustainable development is to reconcile the cultural, conservative, and social dimensions of the regional and sustainable context. It explores human rights in a wide-ranging context, taking into account today's long-term implications, and includes complete civil society participation in the quest for feasible solutions. The 2030 agenda covers major issues like sustainable use and growth, climate change and sustainable development, sustainable international exchange and innovation, the advancement of development and sustainable development, sustainable development education, environment, and health (Khanum, 2019).

Research Objective

Keeping in mind the above discussion, the objective of the current study was to:

1. Find out the key areas of ESD that have been focused on in the National Educational Policy 2017 by the Ministry of Education of Pakistan.

Methodological Approach

Researchers have performed a qualitative content analysis of Education Policy (2017) paper to examine policy understanding and usage of the word ''sustainable development in the education context''. Researchers analyzed the contents of policy documents using an inductive approach to structure the material. For this purpose, the researcher used the thematic analysis approach. N-Vivo software was also used for quantifying codes. The researchers employed a consensus coding system to decide whether researchers agreed to the coding material by using the same coding scheme to monitor the consistency of the content analysis.

In the current research, qualitative data processing of categories fulfills several functions, from defining, identifying, and explaining code to systematization, organizing, and summarization. The adjustment of the hierarchical sequence and structure of codes is part of a day-to-day routine, particularly in the initial stages of the research process (Kuckartz & Radiker, 2019). Specific codes must be transferred and sorted, and a new parent code must be issued to others. Kuckartz and Radiker (2019) further stated that N-Vivo technically enables to create a code system with up to 10 levels of hierarchy and any number of codes. However, it makes rare sense to explore possible and evaluate several hundred codes in operation about the quality of the results. The N-Vivo software inter-code feature is used here to display the distribution of codes on a category level. The N-Vivo results showed eight major themes in the National Education Policy document (2017) related to SD that discussed in the analysis section.

Analysis and Findings

The researcher analyzed policy through content analysis. The major theme found in National Education Policy (2017) related to ESD is discussed below:

Theme 1: Ensure Quality Education. 19 times discussed the quality of education in terms of ecological, social, and economic perspectives. Poverty eradication, women empowerment and women empowerment have also been discussed in the policy.

Theme 2: 18 Constitutional Amendments. For attaining the goals of sustainable development, betterment, the Pakistan government has been developed 18 Constitutional amendments for the synchronization of all associating units of the country to play an important role.

Theme 3: 2030 Agenda for ESD. Pakistani government focused on the 2015-2030 agenda for maintaining the SD future through education for upcoming generations. This Agenda, mainly focused on increasing literacy rates, empowering women, minimizing the ratio of poverty, and making efforts to achieve the 17 SDGs. Pakistan's education policy has not covered all targets of SD. Some aspects of social, economic and environment focused on education policy.

Theme 4: SD for Society. SD is focusing on the logical and competent needs of society through education and attention. Education needs a practical source that effectively maintains and implement in society. The aspects related to the social dimension included peace, harmony among learners, engagement, society development, skills for learners.

Theme 5: In-Service Training about ESD. Pakistan's government focus on the training of teachers. Teachers are the main agent of change, and they play an important role in developing a sustainable society. Although, no official document is available for developing ESD practices among teachers. Training usually covers the SD aspects integrated manner.

Theme 6: Challenge of Education System. Pakistan has a low budget for the education system and faces many challenges. The existing literacy rate is very low, and we jump from 54 to 60 percent only; in this circumstance low literacy rate is the real challenge ahead of us. We need to think about innovations and technologies so that we can incorporate ICT from and on primary schools. It prepares students for ICT knowledge and offers secondary students the expertise and motivation to work.

Theme 7: International Commitment. Increase cooperation in education and literacy at the regional, local, provincial, global, and multinational levels to meet global and foreign commitments, including SDGs. Pakistan has signed 17 SDGs and committed them in these words. "Every girl and child has access to high-quality early

childhood growth, treatment, and pre-primary education by 2030, to be ready for basic education."

Theme 8: Quality Education and Private Sector. To maximize the literacy rates, invite the private sectors to regulate growing participation in elementary and secondary schools, and manage access and standard of education with provincial governments.
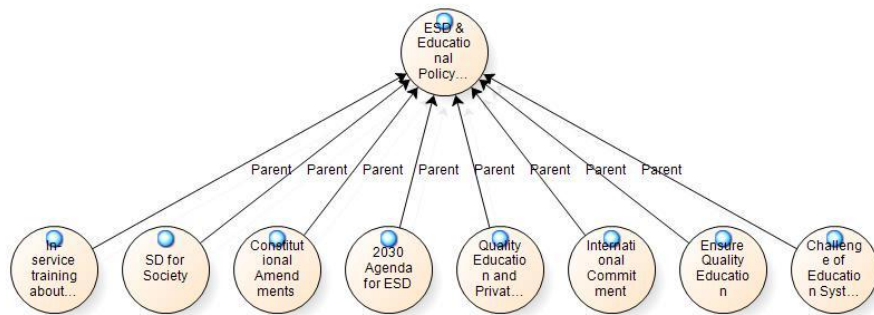
Figure 1. Themes map

The above figure depicted the main themes that focused on National Education Policy (2017). The purpose of the nodes graphical representation was to conclude the themes of the study in exploring the extent to which national education policy is supporting ESD provision through education in Pakistan.

Similarity among Themes
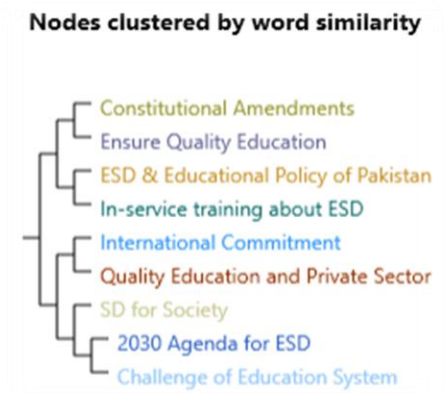
Figure 2. Theme Similarity

The display above figure shows the association of themes based on their accuracy in the text. The purpose of the nodes clustered word similarity analysis was to

graphically represent the association extent among concluded themes of the study in exploring the extent to which national education policy is supporting ESD provision through education in Pakistan.

Table 1
Word frequency

Word	Length	Count	Weighted Percentage (%)
Education	9	1551	3.38
Pakistan	8	391	0.85
Development	11	374	0.81
Sector	6	261	0.57
Social justice	7	257	0.56
Policy	6	248	0.54
Literacy	8	229	0.50
Teachers Training	8	227	0.49
Education System	6	216	0.47
Teachers	8	203	0.44
Quality Education	7	190	0.41
Harmony	7	189	0.41
Economic	7	140	0.30
Skills	10	139	0.30
Educational	11	128	0.28
Research	8	126	0.27
Curriculum	10	121	0.26
Sustainable	11	106	0.23
Social	6	94	0.20
Society	7	85	0.19
Sustainable Development	5	85	0.19
Service	7	83	0.18
Professional	12	73	0.16
Global	6	38	0.08
Environment	11	36	0.08
ESD	3	27	0.06
Indicators	10	25	0.05
Agenda	6	21	0.05
Sustainability	14	16	0.03
Target	6	16	0.03
Educators	9	14	0.03
Environmental	13	11	0.02
Profession	10	9	0.02
Electronic	10	8	0.02

The above table stated the frequency of the keywords used in the National Education policy 2017. The frequency analyses of the keywords support the concluded

theme in quantitative terms. The term sustainability was used 14 times. All the keywords are displayed with frequency, count and weighted percentage (%) along with the key word statement.

Figure 3. Themes Map

Discussion

The study aimed at exploring the status of Education for Sustainable Development (ESD) in Education Policy (2017) of Pakistan. ESD is at the core of UNESCO's initiatives, and it is not limited to education. In fact, it concerns the social, cultural, and institutional dimensions of each country. Education policy emphasizes the values and principles conveyed by sustainable development. It leads to a profound reform of teaching practices. Policy ensures the involvement of various partners at all levels (local, regional, national and international) and in all fields (governments, civil society, NGOs, private sector) is introduced.

The study focused on the education policy of 2017 to see to what extent ESD was implemented in the education sector. At the national level, the Ministry of Education provides a policy framework for formal education and mobilizes resources (including providing knowledge and information to educators and trainers to put ESD into practice). Although, in the Education Policy (2017) of Pakistan, there is no clear

framework for the implementation of ESD. The sustainability term discussed in education policy to ensure success and sustainability of the teachers in the schools, specialized teacher training programs, in technical and vocational training, will be established. The results of the content analysis were presented in terms of study and previous policy analysis.

Content analysis of education policy document showed that the term Education for Sustainable Development (ESD) was mentioned only one time in terms of teachers' training and capacity building. Education policy was more focused on social dimension such as social justice, social development, social harmony, social disparities, social progress, social engagement of learner, democratic behaviour, peace and social responsibility among learner, social change, etc. Moreover, there is no framework for ESD implementation. Also, no teaching standard meets the definition of ESD understanding for teachers. Similarly, the economic and environmental dimension is somehow focused in terms of ESD in education policy.

In terms of the economic dimension of ESD, Pakistan ought to have one of the youngest countries in the world by 2025. To improve the economic standard of the country, population growth should address the challenges of youth employment, progress, quality of life, and basic infrastructure. If viewed as an incentive, this population is a profit but in the case of Pakistan still suffering from poverty. This would pose greater difficulties.

In terms of the environmental dimension, the policy document focused on saving the earth from unsustainable activities such as waste of water and other natural resources. The atmosphere is focused; climate change is regarded as a challenge to the country's survival. The results occur throughout the world. This policy document recognized the immediate need to address the climate change crisis. Also, new opportunities are recommended, such as green energies, expanded ability for the vulnerable condition to prevent more climate degradation. This vision also emphasizes the fair use of natural resources. However, for ESD implementation, the government has not provided any framework.

Pakistan has always been involved in meeting much of Pakistan's world development goals, such as educating all people, eliminating polio and tackling climate change, and reducing poverty through educating people under the 2015 Paris Agreement (UNFCC). However, Pakistan has no practical plan for coping with the emergence of several threats on various fronts in terms of ESD. Education is the solution to all these challenges to society's survival. In this situation, the Pakistan Planning Commission needs to take the initiative to establish a roadmap for approaching the educational goals of sustainable development from a sustainable development viewpoint. In the policy document, teacher training was discussed under DESD. ESD was not part of the country's teacher education reform. Moreover, the role

of teachers as agents of ESD implementation was not highlighted in the policy document (Education Policy, 2017). Similarly, education policy documents have not given any suggestion for the implementation of ESD.

The education policy document states: without encouraging high-quality schooling, the dream of a knowledge-based economy cannot be accomplished. Particular focus is placed on science and technological education. Higher education focuses on creating the expertise and skills needed to build a wisdom-based economy to be profitable worldwide (Education Policy, 2017).

The previous research study identified that education needs to be updated, and the method needs to be modified for DESD. It is stated, to increase the standard of education, the curriculum, pedagogy, infrastructure, assessment method is modified (Viennet & Pont, 2017).

Allen and Bull (2018) argued that the agenda 2025 states these changes will allow people to build and enhance innovative, critical abilities and problem-solving capabilities across the education system. Sustainability development improves society, and it can be strengthened through rational thinking and help in making responsible citizenship (Ramzan & Khan, 2020). The country's national policy document on Pakistan Vision 2025 includes several components of sustainable development, but no official document on ESD as a mechanism is present for social change, economic betterment, and improves the quality of life on Earth (Ahmad & Haq, 2021). International policy analysis of ESD studies discussed in literature.

In the context of Pakistan, no document is available to put ESD into practice, while NGOs facilitate the exchange of good practices (informal education); the media raise public awareness of sustainable development and ESD. However, these successes do not exhaust the subject, and the challenges remain numerous: education for sustainable development is not yet integrated in a coherent manner in sectorial policies; the position of ESD in primary education is very diverse (major gaps in terms of accessibility and quality of programs). Due to the lack of training of educators at the primary level, educators do not always have the skills to include ESD in their education (Vare et al., 2019).

More efforts need to be made to integrate ESD into technical and vocational education and training in a formal and informal context. It is important to realign education and training in the private and public sectors so that education defines the skills necessary for the implementation of ESD, developing critical skills, decision making, and problem-solving. Finally, the capacities of all the stakeholders that do work in terms of ESD must be widened.

Conclusion

To build a sustainable environment, Pakistan should fully reshape its educational system for making ESD a part of our daily practices through education. Many of the past educational documents in Pakistan concerning building a sustainable world have been influenced by the principles and ideals of Islamic philosophy. The latest policies tackle economic concerns, social development, and national identity building.

For several factors, not all existing government documents accomplished their goals. In the Education Policy Document (2009) when the word sustainable development term was defined and discussed in terms of global responsibility and also emphasized on the need to reorientation of the education system. The 2009 policy also takes economic development into account when supporting the role of higher education. The Current Education Policy (2017) focused on the social dimension as well as economic and environmental dimension, but still, not a single framework was provided by the government for implementation.

This article seeks to connect Pakistan's education policy with ESD. The Pakistani education system and its strategies are question marks to address local and global challenges. From 2015 to 2030, due to growing global challenges in environment, population, health, and education, this period was considered to be the key to meeting international commitments of SD at all levels. However, this sparked a separate debate on the real situation. If we want to achieve 2030 agenda of ESD, there is a need to develop the concrete policy action and to develop a policy and action plans by involving all stakeholders (teacher educators, curriculum and pedagogy experts) for implementation.

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Differentiated Instruction Based on Formative Assessment in Associate Degree in Education Program

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Abstract

This paper highlights the processes of differentiated instructions based on formative assessment data that an instructor of Associate Degree in Education Program (ADE) applied in classroom at College of Education for Women, Pakistan. The study was conducted in qualitative paradigm and used case study approach to understand the use of formative assessment evidence to alter instructional design. Research participants of this study were an instructor teaching to ADE program and eight ADE students. Researcher applied four data collection methods that included document analysis, semi-structure interview, observation and focused group discussion. Researcher video recorded 46 classroom observations, conducted four interviews with instructor and two focused group discussions with students. Researcher triangulated data through methodological triangulation to ensure the validity and reliability of this case study. To analyze data researcher used thematic analysis approach. The collected data from different sources indicated that use of differentiated instruction is fundamental to improve students learning. Furthermore, the study indicated that instructor differentiated the instructions by content, process and product differentiation while implementing different formative assessment strategies. The study revealed that matching instructional design with learning style of learners to improve their learning in classroom significantly support students; learning as per their learning needs.

Keywords: Formative assessment, differentiated instructions, content differentiation, process differentiation, product differentiation.

Introduction

This paper highlights the processes of differentiated instructions as a result of formative assessment data and evidence that an instructor of Associate Degree in Education Program (ADE) applied in classroom at College of Education for Women, Pakistan. Differentiated instruction and formative assessment are interconnected where teachers recognize and classify students' diverse learning needs and address these needs

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by applying differentiated instruction approach. Differentiated instructions consider three important aspects during teaching learning process. First one is content differentiation that deal with what is taught to the students should be persistent to all students but the level of complexity of that selected content should be varying to address the diverse need of students by considering students learning profiles, interest and willingness level. Secondly, differentiation by processes can be addressed by teachers through devising and modifying activities, considering student intellectual, readiness and interest level. Thirdly, Product differentiation providing opportunities for the learners to share their learning by using numerous strategies linked with their learning styles. The findings of the study provide variety of strategies and approaches for teachers to address students' needs in content, process and product to minimize learning gaps and enable students to perform betters.

Background of the Study

Formative assessment is believed to be an active process of students' involvement in teaching and learning processes which need to be practiced during the academic year. The requirement of assessment emerges from the strong relationship between teaching strategies, learning strategies and learning processes. Teaching and learning strategies are interwoven and cannot be separated because the aim of teaching is to improve students learning by differentiated instruction which is identified and understood through formative assessment data. Teachers' instruction does not always guide to achieve students intended learning, therefore, formative assessment through differentiated instruction is the only strategy that provides evidence of students' learning outcomes. The dilemma for classroom teachers is that, students learning cannot be improved only through preparation for annual assessment; hence, a range of assessment approaches is mandatory. Analysis of formative assessment data enables teachers to design instructional activities that are critical to address students with different learning abilities. Hence assessments are fundamental for differentiated instruction and engage students as per their interest, motivation for learning and abilities.

Statement of the Problem

Formative assessment is an integral part of teaching process that guide teachers and students both to reflect on their learning and plan to address gaps in future practice. Thus, formative assessment is core of teaching and learning process whereas assessment treated as a separate activity to be conducted after an interval. In a true sense, assessment is not only promoting students to higher classes based on time bounded paper-pencil test, it is more than testing knowledge. It is also identifying students learning needs and plan accordingly to address those needs. Five fundamental questions should be thought of by teachers: What needs to be assessed in the classroom, why to assess or what is the need of students' assessment, what kind of strategies need

to be used to assess students learning or how to assess, how to interpret the acquired data during assessment to make appropriate decisions about their learning needs through differentiated instructions and how to respond or plan to address student learning needs is very important before implementing any assessment strategy by teachers. A differentiated instruction through formative assessment strategies is very important to address students learning needs and improve their learning outcomes in classroom.

Objectives of the Study

- The objective of this study was to highlight formative assessment processes and procedures (data collection and recording, analysis, categorization and decision making) that instructor of Associate Degree in Education Program applied to differentiate and adjust her instructions based on learners need.
- Investigate the steps, processes and procedures that instructor used in order to differentiate instructions, make decisions about selection and/or modification of formative assessment strategies to improve instruction.
- The study also intended to explore whether use of formative assessment helped instructor to adjust instructions considering students learning needs in classroom based on formative assessment strategies and data.

Research Questions

How and why instructors in ADE program use formative assessment strategies to differentiate and adjust instructional techniques in classroom?

Subsidiary Questions

- What are the current practices of formative assessment and differentiated instruction and why instructors use these practices?
- How instructor use formative assessment information to differentiate and adjust instructions to address students' learning needs?

Literature Review

The essential purpose of formative assessment is to recognize the gaps in learners learning, what is the learning stage of learners and what should be their learning targets and strategy to get there. Formative assessment strategy is considered as gap reminder because it helps teachers to be careful about students learning loss that lead to differentiate learning and instructions before moving on to next lessons (García & Lang, 2018; Ogange et al., 2018; Janssen & Rowen, 2016).

The purpose of formative assessment is to support learners in their learning processes that is also called 'assessment for learning'. These learning processes are collaborative between teachers and students where they set goals, plan and implement activities together to address learning gaps. By analyzing this information, teachers

modify their instructions and students adapt their learning (Gloria et al., 2018; Guadu & Boersma, 2018; Grob et al., 2017). While implementing different strategies of formative assessment such as round robin, inside outside circle, one-minute essay, classroom discussions, pair work, one-minute fluency, thumbs up thumbs down two-minute reflection, teachers can explore and collect learning evidences. Using this data evidence, teachers can differentiate students' learning and adjust instructions (Gloria et al., 2018; Guadu & Boersma, 2018; Andrews et al., 2018).

The main goal of implementing formative assessment strategies is to differentiate students' learning requirements and adjust instructions. While differentiating instructions teachers can use diverse instructional methods to address diverse learning needs of students in the classroom. In this process teachers need to be concerned about students' confidence, knowledge, skills and capability to achieve the goal of their learning. Anthropologist, social and cognitive psychologist and other social scientist have acknowledged and identified that children prior learning experiences, knowledge and skills are strongly contributed to shape their new knowledge (Bonham, 2018; Sadler & Reimann, 2018; Christodoulou, 2017).

Learners have varied social and cultural knowledge, learning preferences, motivations, skills and intellectual capacities that they bring to classrooms. This variance is a huge challenge for teachers within the classroom to address their individual learning needs. Due to their diverse learning need some learners might find lesson very simple and easy while some find it very complex and difficult to comprehend the concept. Similarly, some learners may find the theme appealing while some find it boring. In this situation differentiated instruction is the only strategy to fulfill the needs of each student and plan strategies in the lesson using a technique that addresses students' interests, capabilities and aptitudes, learning styles or multiple intelligences (Whitaker & Valtierra, 2018; Dack, 2018).

Differentiated instruction is backed by different learning theories including, constructivist theory, multiple intelligences and brain-based research (Lockley et al., 2017; Romanov, 2017; Dijkstra et al., 2017; Lang, 2017; Pablico, 2017). Differentiated learning emphasizes to identify learners unique learning requirements to regulate thoughtful instructional and assessment strategies to meet the learning needs by differentiating course material, procedure and assessment strategies and learning evidences considering learners willingness, preparedness, curiosity, attention and learning style (Tomlinson, 2017; Boelens et al., 2018). In differentiated instructions teachers are making small groups to address the learning needs of students effectively. Teachers can set individual targets for each student based on student's strengths and weaknesses by assessing students periodically and then evaluating these assessments strategies (Faber et al., 2018; Zola, 2017; Pablico, 2017; Gaitas & Martins, 2016; Tomlinson, 1999; Chen & Chen, 2018; Tomlinson, 2015). Tomlinson (2017) and Wan

(2016) suggested six key elements of differentiated instructions as content, process, product, students learning profile, students readiness and interest and learning environment.

In content differentiation what is taught to the students should be relatively constant to all students in the classroom but the level of complexity of that selected content should be varying to address the diverse need of students by considering students learning profiles, interest and willingness level (Whitaker & Valtierra, 2018; Connor et al., 2018; Dack, 2018; Zola, 2017; Pablico, 2017; Tomlinson, 2017).

Differentiation by processes can be addressed by teachers through devising and modifying activities, considering student intellectual, readiness and interest level, taking Bloom's Taxonomy of learning domains into consideration which reinforce students critical thinking and problem-solving skills (Ramos, 2018; Colquitt et al., 2017; Cannon, 2017; Tomlinson, 2017; Wan, 2016).

Product differentiation providing opportunities for the learners to share their learning by using numerous strategies linked with their learning styles. Through these strategies students can improve their learning, cognitive presentation and expressions abilities by critically reflecting on the processes and their learning (Whitaker & Valtierra, 2018; Connor et al., 2018; Tomlinson, 2017; Romanov, 2017; Strunk & Willis, 2017; Wan, 2016).

Research studies and educational theories suggested that teachers need to adjust teaching/learning and curriculum considering students learning profile, interest and readiness level, curiosity attention, and participation so that learners' will feel ownership and take responsibility and accountability of their learning (Tomlinson, 2017; Chen & Chen, 2018; Dack, 2018; Fuad et al., 2017).

Methodology

This study was conducted in qualitative paradigm because "qualitative research is exploratory, descriptive or explanatory, that assumes the value of context and setting, and that searches for deeper understanding of the participants' lived experiences of the phenomenon" (Marshall & Rossman, 1995, p.39). In qualitative paradigm researcher used case study approach to investigate the practices of differentiated instructions while implementing formative assessment strategies in ADE courses (Gillham, 2000; Yin, 1994). The rationale of using case study approach was to provide researcher a platform to investigate and identify the processes of differentiated instructions based on formative assessment data (Bell, 1999). Research participants of this study were an instructor of College of Education for Women in Pakistan teaching to ADE program and eight ADE students to explore and validate the practices of differentiated instructions while applying formative assessment strategies in classroom.

Furthermore, researcher applied four data collection methods such as document analysis, semi-structured interviews, classroom observations, and focused group discussion because "qualitative research is multi methodological in its focus, involving an interpretative, naturalistic approach to its subject matter" (Gall et al., 1996, p.28). The data collection process was carried out in natural setting and researcher applied document analysis as base method for this study (Hitchcock & Hughes, 1995; Guba & Lincoln, 1985; Creswell, 2003; Maxwell, 1996). In document analysis researcher analyzed course guide developed to teach ADE courses, instructor's lesson plans and assessment sheets to see the connection between stated views, classroom practices and planning about differentiated instructions and formative assessment. Researcher also conducted four interviews with instructor to know about her understanding of formative assessment practices and differentiated instructions. Furthermore, researcher recorded 46 classroom observations to witness practices of differentiated instructions while implementing formative assessment strategies and improvement in students learning. Researcher conducted two focus group discussions with eight ADE students to explore the practices of differentiated instructions during execution of formative assessment strategies and how it contributed to improve their learning. Additionally, researcher used guided interview questions, audio recorder, video camera and document analysis checklist as data collection tools during this study. Furthermore, to ensure validity and reliability of this case study researcher used two data collection principles such as 'maintain a chain of evidences' and 'use multiple sources of evidences' during data collection process (Yin, 1994).

Researcher used thematic analysis approach to analyze data because qualitative approach enabled researcher to develop themes from data collected through multiple methods (Vaismoradi et al., 2016). Researcher followed research ethics while collecting data by sharing informed consent letters to ensure confidentiality and security of research data (Yin, 1994; Creswell, 1998; Maxwell, 1996).

Findings

Instructor greatly emphasized on addressing learning needs of students that were identified and categorized based on formative assessment data in this study. Formative assessment data led the instructor to connect the dots that what need to be changed and improved and how this change affect students learning. The study identified that students in the classroom have different learning needs, interest and abilities. Instructor used variety of instructional and formative assessment strategies to address multiple students' learning requirements. Differentiating instruction was design with the realization that various approaches representing information helps not only learners with learning difficulties but can also increase learning of students without difficulties.

Formative assessment has great influence on instructional design in this study because instructor adjusted her teaching approaches according to learning pace and level of learning of students. It was not instructor who decided about instructional activities rather students' learning that guided instructor to continue the strategy or change it. The information about students learning is acquired through formative assessment practices that explain the effectiveness of instructional activities in the classroom in term of content, process and product differentiation. It assisted instructor to make decisions about next lessons whether to continue whole or part of instructional design to enforce students' learning and create an environment where students develop concrete understanding of concept taught in the lesson. Instructor differentiates instruction by content differentiation where instructor used the same content with different level of complexity. Instructor also used process differentiation where instructor applied multiple instructional strategies to facilitate students according to their learning style and pace. Instructor also applied product differentiation where she provided multiple opportunities for the students to present their learning as per their learning style.

Instructor simplified complex concepts for students and assisted students to assimilate new ideas. In doing so formative assessment played critical roles by identifying students who need additional support or have difficulty in understanding the concepts. Instructors identified and understand learners' learning needs and style and adapt instructional techniques to facilitate students as per their learning styles and needs to improve learning in the classroom.

Discussion

The collected data from different sources indicated that use of differentiated instructions is fundamental to improve students learning. Teachers used differentiated instruction by devising and executing various formative assessment and instructional activities in classroom. Research participant always considered students diverse learning needs and interest in classroom and modified her instructional techniques accordingly. Research participant was differentiating content, process and product while planning and implementing different instructional and formative assessment strategies in classroom. As research participant explained, "in classroom students having different learning levels and learning needs. It is very important to identify their learning differences and address their learning needs by differentiating instructions. In differentiated instructions I am differentiating content, process and product in the classroom. I am addressing these three areas through planning different activities and using different instructional and assessment strategies" (Interview, 05-12-2018). FGDs also confirmed this aspect, "based on our learning needs teacher is altering instructional and formative assessment strategies. Teacher is creating multiple opportunities for us to improve our learning" (FDGs, 15-10-2018). Classroom observations also indicated that

research participant devised and executed various formative assessment and instructional activities in classroom. The classroom observations showed that research participant always considered students diverse learning needs and interest and modified instructional techniques accordingly (Classroom Observations, 10- 09-2018 to 14-12-2018). Document analysis further confirmed that research participant devised multiple formative assessment and instructional techniques to address students' diverse learning needs and interest (Lesson Plans, 10- 09-2018 to 15-12-2018). Sadler and Reimann (2018) stated that, the main objective of formative assessment is differentiating instructions to address the diverse learning needs of students. In differentiated instructions teacher is differentiating processes, content and product as per students' interest, motivation and learning profile. When students are facing difficulty to read and comprehend any concept then teacher need to simplify content as per the level of students to improve their learning. If any student face challenges to express learning, then teacher devises and implement different strategies of formative assessment to provide opportunity for the students to express their learning in the classroom. To achieve these objectives, teachers' competency is very important to facilitate learners as per their learning needs and requirements. All students have their individual learning styles and in differentiated instructions teachers are identifying students' individual learning styles, plan activities based on their learning profile and providing opportunities for learners to learn using the techniques which are natural and effective. Teachers are differentiating instructions by content, process and product differentiation to facilitate students in learning according to their pace and level (Ramos, 2018; Lockley et al., 2017; Romanov, 2017; Tomlinson, 2017; Strunk & Willis, 2017).

Content Differentiation

The research data further discovered that research participant was facilitating students in classroom by content differentiation. Research participant was simplifying content with examples for those learners who were facing difficulty and used same content with different level of complexity according to their learning needs and pace. Research participant facilitated students in different groups and individually according to their learning needs to ensure that all learners and groups are on the same page. Research participant authenticated, "I am differentiating content by simplifying complex and intense content using simple words and synonyms. I am also using simple examples for those students who are slow learners. I am using three types of content with same meaning and gist, for example I am using complex words for fast learners, simplifying complex words for slow learners but the gist of content remained same. I am also using real life examples and simplifying language as per the needs of students" (Interview, 05-12-2018). Classroom observations also discovered that research participant was differentiating content while implementing formative assessment strategies for example, students who could not understand the complex text she simplify and explain the assigned text. Research participant was explaining the selected content

in simple language for students to develop their understanding. She went to every student and explore their difficulties and clarify difficult concepts (Classroom Observations, 10- 09- 2018 to 14-12- 2018). Document analysis also presented the evidences of research participant's efforts to differentiate instructions because she devised different formative assessment and instructional techniques in her daily lesson plans to facilitate students according to their level and interest (Lesson Plans, 10- 09- 2018 to 15-12- 2018). This approach is endorsed by students in FGDs, "teacher is explaining content in simple language to develop our understanding related concept. Teacher is also assigning content in different ways such as simple and complex but we are learning same text with different level of complexity. Students who remained silent teacher is going to them and exploring about their difficulty and supporting them accordingly. We ask critical questions from teacher to clarify our ideas. We are eagerly completing our assignments assigned by teachers because teacher is giving us constructive feedback with alternatives to improve our learning" (FDGs, 15-10-2018). Research participant further said, "while delivering content I am focusing on all groups and individual students but giving more attention and time to those groups and individuals performing low. During explanation I am using 'questioning strategy' and 'show of hand' strategy to know about learners' level of understanding and comprehension. I am ensuring that all learners and groups are on the same page. In addition to that I am also simplifying the level of complexity of content for slow learners. I am giving content of complex words to fast learners group and simple content to slow learners groups with same meaning and gist. The reason of following this strategy is to keep the same learning pace for all groups and learners" (Interview, 25- 09- 2018). Wilson (2017, p. 8) defined "differentiating instruction is changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles, or interests." In classroom students have diverse learning abilities and all students are learning at different pace. It is the responsibility of teachers' to identify students current level of academic performance and adjust instructions based on their learning pace, interest, level and learning style to enhance their academic success. Formative assessment is enormously valuable tool to recognize students' level of understanding and gapes to provide support based on the acquired information through differentiated instructions. Making complex concepts simple and easy for students is art of teaching and assisting students to assimilate new ideas. In doing so formative assessment play a critical role by identifying students who need additional support or have difficulty in understanding the concepts. The findings revealed that matching instructional design with learning style of learners to improve their learning in classroom significantly support students; learning as per their needs.

Process Differentiation

Research participant was differentiating instructional processes by devising and applying different instructional and formative assessment strategies to facilitate learners

as per their learning style and pace. Research participant was assessing students' learning through formative assessment strategies and plan following lessons according to the identified learning needs of learners. Research participant was also differentiating processes by providing different learning opportunities to the learners to learn and express their learning in classroom. Research participant further indicated, "in process differentiation I am identifying students learning styles and learning needs. Some students can better learning in group work, pair work, trio work and some students are giving effective output individually. I am trying to facilitate students as per their learning styles and learning needs so they will be able to learn successfully. I am involving students in learning in classroom as per their learning needs and I am assigning instructions and assessment strategies according to their learning needs" (Interview, 05-12-2018). Classroom observations identified that research participant was providing multiple opportunities' for students to learn and express their learning. For example she provided chances for students to express their learning through presentation, writing short summaries and reflections and drawing different sketches about concept, poetry and stories (Classroom Observations, 10- 09- 2018 to 14-12-2018). Students also endorsed this practice in FGDs and stated, " teacher is providing us different opportunities to learn and express our learning in classroom such as through presentations, one/three minute summaries, one minute reflections, short essays, gallery walk presentations, drawing, poetry and stories" (FGDs, 19-11-2018). Document analysis also showed that research participant devised multiple strategies in her lesson plans such as triads, one/three minute summaries, presentation, one minute reflections, teach a friend, short essays, gallery walk presentations, drawing, poetry and stories (Lesson Plans, 10-09- 2018 to 15-12-2018). Deneen, et al. (2019) said that formative assessment is one important component in the learning progression of students and it should be an integral part of classroom practices. Teachers' knowledge and understanding about formative assessment is very important to devise and implement different formative assessment strategies effectively in the classroom. Teachers need to have ability to devise formative assessment strategies aligned with instructional strategies considering students interest, learning profile and level. Teachers require having competency of providing constructive feedback. Differentiated learning can interpret these variances by orienting the learners to the content in diverse methods through engagement and inspiration. If a learner is benefiting from differentiated teaching then differentiating assessment aligned with teaching is crucial to achieve the set targets. Meta-analysis of research findings and literature clearly suggested that teachers' knowledge about formative assessment is influencing their formative assessment practices in terms of devising assessment task, effective execution, analysis of formative assessment data, adjusting instructions based on the gathered data. Teachers who are more competent and knowledgeable about formative assessment they are professionally integrate assessment data in to their instructions in order to improve teaching and enhance students learning outcomes.

The data analysis highlighted that formative assessment has great influence on instructional design. Research participant adjusted teaching approaches according to learning pace, level and learning of students. The information about students learning is acquired through formative assessment practices that explain the effectiveness of instructional activities in the classroom in terms of content, process and product. It assisted research participant to make decision about next lessons whether to continue whole or part of instructional design to enforce students' learning and create an environment where students develop concrete understanding of concept taught in the lesson.

Product Differentiation

Research participant provided diverse opportunities for the students to express their learning in classroom. Research participant validated and said, "in product differentiation I am providing opportunity to students to express their learning as per their learning styles. Similar assessment strategy may not be effective for all students. For example, some students can express and share their learning by writing effectively, others can share their learning by speaking or drawing. Therefore, I am implementing different assessment strategies according to the learning need of students such as one-minute fluency, one-minute essay, three minutes reflection etc." (Interview, 05-12-2018). Similarly, classroom observations also indicated that research participant provided different opportunities for students to express their learning as per their choice such as in writing, orally and through presentation. Students present their learning as per their choice (Classroom Observations, 10- 09- 2018 to 14-12-2018). Students also shared their experiences in FGDs and stated, "teacher is providing us different opportunities to present our learning through different ways. Teacher is facilitating us according to our learning styles" (FGDs, 19-11-2018). Document analysis also indicated that research participant devised additional assessment strategies for each instructional activity to facilitate students in learning and assess students learning and collect students learning evidences (Lesson Plans, 10-09- 2018 to 15-12-2018). Gloria et al. (2018) suggested that formative assessment can develop self-confidence, shape intelligent behavior, and produce positive spirits among students. Formative assessment is the only strategy which is providing opportunities for students to learn and express learning as per their learning styles. Formative assessment gives a space to the teacher to explore students learning by using different strategies such as written, oral, presentations etc. Formative assessment is not only increasing students learning and confidence but it also creates a positive collaborative learning culture in the classroom. Creating a healthy, safe and helpful environment permits learning to occurred in more durable way. Formative assessment is generating a shared collaborative and interactive participation between learners and teachers leading to a fruitful activity which develops a mutual trust and regard for each other. Careful analysis of many research studies

reveals that formative assessment can encourage learners to be attentive in the topic studied, create enthusiasm and provide motivation and advance learning outcomes.

Conclusion

Classroom is a learning place where students having different abilities, skills and aptitude join to learn new concept, content and prepare themselves for future opportunities and challenges. Therefore, teachers must have clear understanding, knowledge and skills of dealing with students having multiple learning styles, needs and preferences and be able to address students' need at maximum level. Research suggested variety of approaches to deal with such situations and differentiated instruction is one of these approaches which teachers can apply in classroom to overcome these challenges. Differentiated instruction is a logical method to categorize, classify and assemble instructional and learning processes that gives importance to each learner and addresses the varied learning requirements of students rather than 'an individual program of instruction'. This method identifies that every student has right to learn based on their learning abilities, interest and preference to achieve their learning goals. Therefore, teachers must have skills to assess students learning to identify students' learning needs, style and interest and then design teaching/learning strategies in such a way that address needs of maximum students in consecutive lessons. Instructions can be effectively differentiated by content, process and product differentiation. What is taught to students in content differentiation should be relatively consistent for all students in the classroom, but the level of complexity of that selected content should vary to address the diverse needs of students by taking into account students' learning profiles, interest, and willingness level. Teachers can address differentiation by processes by designing and modifying activities that take into account students' intellectual, readiness, and interest levels, as well as Bloom's Taxonomy of Learning Domains, and which reinforce students' critical thinking and problem-solving skills. Product differentiation allows learners to share their learning by employing a variety of strategies aligned with their learning styles. Students can improve their learning, cognitive presentation, and expression skills by critically reflecting on the processes and their learning using these strategies.

Recommendation of the Study

The study focused on practices of formative assessment strategies and differentiated instructions and its significance to adjust instructions that support students' learning over the period of time. The study highlighted significant role of formative assessment data for adjusting instructional techniques to address students' learning need using differentiated instruction. Based on the research findings, researcher recommends below areas for further research studied.

- During the research study it found that instructor used more formative assessment strategies then recommended in the course guide, therefore,

researcher recommend revision in the course guide to add more formative assessment strategies in each study guide for ADE program so that instructor will have more options for using these strategies.

- The study identified twenty formative assessment strategies instructor used during the study, therefore, the researcher recommend to share these strategies with other colleges and instructors who would use these strategies to differentiate instructions based on students' learning needs to improve their learning as well as their instructional techniques in the classroom.

- While implementing formative assessment strategies systematic data recording, analysis, categorization and decision making to differentiate and adjust instructional techniques found very fruitful practice to improve instructions and students learning outcomes. Therefore, researcher recommends training all teachers and instructors about above processes to practice this strategy in their respective classrooms effectively to improve their instructions and students learning.

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Evaluation of Face to Face Approach in the Formal and Distance Education at M.Ed Level

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Abstract

Education makes stronger the economy of the country. Thus, the development of a country extends if all male, female and children take part in getting education. Only formal education is unable to educate all the people due to rapid population growth. Consequently, distance education, an alternate system of education was introduced in 1972 and as a result Allama Iqbal Open University was established in June 1974, but the strategies, process of teaching and approaches in the system are different. Peoples were familiar with formal system of education in formal education system; education is regularly provided through face to face meetings whereas distance education is provided through distance, where there is separation between facilitators and learners but however there may be occasionally face to face meeting with students. Thus, the article was chosen as "Evaluation of face-to-face approach in formal and distance education at M.Ed level". The objectives of the article were to identify the similarities and differences among formal and distance education and also to check the problems involved in providing formal and distance education at MEd level as well as to find out the solution of these problems. To fulfill the demand of education of the country, as many universities now started distance education mode. The population was consisted of the students at University of Education as formal education system and Allama Iqbal Open University as provider of distance education. To make the uniformity in the respondents 302 students at both universities were taken as sample. A Questionnaire was drafted for students at both universities. The questionnaire for students was tool of the study. The main findings were tutors/teachers attend the classes regularly, both systems involved the students into studies, tutors/teachers encouraged discussion method in their teaching and workshops. Tutors/teachers help the students in their study difficulty. There was a lack of teleconferencing at M.Ed level. Thus, it is recommended that teleconferencing as face to face component may be encouraged.

Keywords: Distance education, Face to face approach, Formal education, Teacher/ Tutors, Tutorials

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Introduction

Education is main concern of today's world. Every nation has developed different approaches for prosperity of education. Education binds discipline, responsibility, understanding, commitment, and economic development among masses. In present era, both public and private sectors are contributing to educate masses. State government is also playing a vital role to provide educational opportunities to its nation for progress and poverty alleviation. In this regard Rao (2014) states that the income criterion is low due to poverty, it also led to low percentage of male and female employment. If general and vocational education is provided, then a nation will be capable to maintain its progress in every field of life.

It is also evident that people's thinking can be changed with the help of education which ultimately brings economic and social development of a nation. Further, to fulfill the demand of education, it was expanded with the new modes of education. Among other different modes of education, both formal and distance education are contributing for imparting education to community and nation. The demand of education has increased due to population and the formal system of education is unable to provide education to the masses. According to Government of Pakistan (2014) education is low even at primary schools' level from the age 5-9 years due to lack of trained teachers, especially female teachers. There are also missing facilities, boundary walls of schools, conservative tribal culture, lawlessness, compelling many children in same class etc. thus an alternate system distance education is welcomed to cater the demand.

While discussing the alternative system Newby (2012) says that distance education serves learners at their doorstep who are disadvantaged socially and economically. Distance education helps learners and uses different resources such as electronic media, computer and internet, two-way communication such as telephony, audio and video conferencing, e-mail, and online chatting. There are also increasingly new forms of provision of distance education such as e-learning and m-learning.

In the scenario of distance education, it is the best source to provide education at all levels to masses, because it makes possible to cover a large number of students as indicated by Rashid (1999) that:

> Distance education is adopted as an alternate to meet national needs both in its methodology and its content". The rapidly population growth rate in the developing countries is alarming, whereas their resources are not being generated as per needs of the population.

Holmberg (1986) adds that distance education includes various forms of study at all levels. Distance education also provides students' guidance through tutors and tutorial meeting. Now in distance education modern and conventional teaching

approaches are being used. Therefore, distance education system is the best supplement of formal system.

Allama Iqbal Open University, Islamabad has been imparting education to the millions of people annually. According to Vice Chancellor's Annual Report (2010-11) provides as:

> It is a unique institution in many ways, particularly in terms of using distance education as its basic teaching methodology. It offers an opportunity to working people to enhance their qualification without giving up their jobs or place of living.

Distance education is a process of teaching and learning through distance where there is a separation between facilitator and the learners whereas the formal education is that system of education where students and teachers are at the same place. Thus, provision of education is through face-to-face contact. According to Coombs, Prosser and Ahmed (1973) formal education is "hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training".

While commenting on Formal education, Jeffs and Smith (1999) describe that formal education is curricula-driven, content defined. It takes into account the social and physical setting while the lesson is supported through familiar daily examples which are easily used in the classroom. Formal education involves the students into conversation, gives values and raises the behavior of students.

Formal education is provided through classroom setting. Teachers teach through pedagogical techniques. It includes all audio-visual aids, the lectures may be supported group discussion, demonstration and questions answers techniques.

Objectives

The objectives of this article were:

1. To identify the similarities and differences between using the face-to-face approach for formal and distance education at M.Ed level.
2. To argue on the various approaches used in teaching through formal and distance modes at different M.Ed level.

Literature Review

A wide range of concept of formal and distance education were described by different authors. A few of them are stated as:

Formal and Distance Learning

Formal education is not capable to fulfill the educational demand of masses as compared with the population growth. OECD (2012, p.415) define formal education as "education provider in the system of schools, colleges, universities and other formal educational institutions, which normally constitute a continuous 'ladder' of full-time education for children and young people". While Tyson (2013) states that formal education follow a standardized curriculum, which is organized by the teacher/educator and is presented in the classroom setting or environment.

The concept of distance education is prospered with the idea that education is right of all people. It is life-long process. The prosperity of the nation is directly linked with the education of masses. The system of distance education is the best system for the provision of education to masses.

Perraton (1982, p.4) defines distance education as "an educational process in which a significant proportion of the teaching is conducted by someone removed in space and /or time from the learner". Peters (2006, p.9) describes "Distance education is on the one hand neither new nor alien. It has its roots in and makes use of the teaching forms used in traditional universities. On the other hand, it is exactly these forms of teaching that demonstrate the special pedagogic structure of distance education, because it is in fact combined and integral with other focal points".

According to Rashid (2010, p.1)

> The term 'Distance Education' is used to describe various forms of study at all levels. One of the main characteristics is that there is not a continuous and immediate supervision of tutors, but there is planning, guidance and tuition through tutorial organization. It is an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner.

Bates (1995) in comprehending the distance education states that "students study at the time and place of their choice (home, work or learning centre) and without face-to-face contact with a teacher" while Ruhe.and Zumbo, (2009, p.2) gave an overviews of distance education as "With its origins in print distance delivery, distance education delivery methods include print distance, video teleconferencing, and CD-ROM, and can serve either on- and off-campus learners".

According to Fuller, Kuhne and Frey (2011, p.4) "most contemporary definitions of distance education focus on the use of print or electronic communications media to deliver instruction when teachers and learners are separated in place and/or time". This means that distance education provide flexibility to learners. As far as third generation is considered, the distance education is parallel to the swift up-gradation of educational technology. This includes interactive technologies, mostly networked and

involving multiple participants interacting with one another – first audio, then text, video, web and, most recently, immersive conferencing.

Approaches of Formal Education System

Formal education is institutionalized and involved the traditional methods. In this regard Kolb (2014) states that the approaches used in formal education are apprenticeship, internship, study program, co-operative education, laboratory studies, field trips etc. mostly the learning is experimental, while the experiences and ideas are discussed in classroom.

According to Freitas (2014) different approaches are used in formal system of education. These include didactic approach and Socratic approach. These approaches are used for creating the mental skills and abstract concept of ideas, experiment and concrete knowledge of different things which may be learnt through demonstration. The traditional method which is used in formal system of education is the memorization techniques. This type is also called 'memory palace'. To obtain the abstract facts, the visualization is progressed through mental mapping and explains in narrative manner. This memorization process is also called the 'recall method'.

Approaches of Distance Education System

Distance education is a successful means which provide education at secondary or higher levels because many people do not have access to formal education. In this regard, Ivanenko (2014) mentioned that distance education has innovative learning approaches which are parallel to the formal education system. Distance education is affordable because it reduces the tuition fee and online reading material is available. Thus, the dispersed category of person like physically disables, prisoners, children and young etc. are also benefitted from this type of education.

Face to Face Components

The quality of education is increased by incorporating the computer technology and other available resources in face to face component. Marold, Larsen and Moreno (2000) describe that student achieve more if online guidance is provided to them as compared to that of the classroom teaching. Online students are more comfortable and feel fewer difficulties in solving their learning problems. In this regard Chen (1997) labels that dialogue play most important role in learning. Dialogue allows the students to access their learning material also the process of interacting with other students and community. This alleviates the students in solving their problems of isolation and can be able to check their own learning by themselves. Students may hesitate in classroom setting by raising questions to the teachers, this leads inability to dialogue but in distance education the weaknesses, isolation and their problems can be solved on interaction with online diagram.

In discussing the face-to-face components Visser, et al. (2014) describe those tutors and learner are divided into asynchronous mode. There is not only physical separation among teachers and students but also separation of sociocultural occurrence. The face to face material is adopted in different ways. This requires the great skills and knowledge for adaptation of process. This can be done through participatory approach keeping in view the sociocultural environment of the students. And it should be correlated with the material. The face to face component requires appropriate assessment and evaluation process for distance education. Students understanding can be raised through utilization of radio, television and internet.

According to Martin et al. (1996, p.77)

> In a distance education context, there is hardly any face-to-face contact between students and teachers/tutors, so the learning materials must be sufficiently supportive. Therefore, an essential part of self-study material consists of embedded support devices (ESD). The central role of embedded support in distance education can be illustrated by the fact that learning materials in this context consist of about 40% of ESD.

From the above discussion, it is evident that evaluation of both the systems indicates some similarity and differences in using the face-to-face approach for formal and distance education at M.Ed. Level. It was seen that various teaching approaches are being used in both the systems.

Methodology

This research was descriptive, survey method was used to find out the different approaches which are being used in formal and distance education and to give suggestion for the improvement of face-to-face components in both systems of education. The parameters which belong to face-to-face components were taken into account. For evaluation of face-to-face component two questionnaires were drafted. After checking the reliability and validity, the questionnaires were reshaped accordingly. The questionnaires were distributed personally to collect the responses of respondents. These responses were tested on mean score and to make a comparison between two modes i.e. formal and distance education, findings and conclusions were made and suggestions were also given to solve the problems found in applying the face to face approach in formal and distance education.

Population

The population of the study is comprised of M. Ed students enrolled for the academic session 2012-13 in University of Education, Lahore and all M. Ed students of Allama Iqbal Open University, Islamabad/ Rawalpindi as indicated in Table-1.

Table 1
Population of the study

University	Status	Population
University of Education, Lahore & Okara	Students	450
	Teachers	24
Allama Iqbal Open University, Islamabad & Rawalpindi	Students	1425
	Teachers	42

Sample

The sample of study was taken randomly from each university. For uniformity among teachers and students of both the universities the sample was taken equally from each university, which is shown in Table-2.

Table 2
Sample of the study

University	Status	Population
University of Education, Lahore & Okara	Students	350
	Teachers	22
Allama Iqbal Open University, Islamabad & Rawalpindi	Students	350
	Teachers	22

Findings and Discussion

Article was based on the responses of questionnaire for students and teachers/tutors of the University of Education and Allama Iqbal Open University. The system of former university was formal education system whereas the later university is concerned with the distance education.

The questionnaire of students inculcates that 84.11% students of University of Education states that tutors/teachers attend the student's class regularly whilst 52.65% respondents of AIOU gave the same opinion that coincide with the definition of distance education that there is a separation of tutors and students also the students attendance is not compulsory for tutorial meeting. The t-test was 5.57 which showed that there was great different between the attendance of teachers in both systems. While admission process of both universities was easy. 76.16% respondents of University of education and 74.17% respondents of AIOU describes that the study material involved the students into studies. The t-test was 1.14, which lies in the critical region. Thus, the material of both systems was up to date. The responses about the writing of study material showed that material of both universities was written by the competent teachers because 74.84% respondents and University of Education at 77.48% of AIOU were in the same opinion.

There were also found some deficiencies in the study material of both the universities that glossary of difficult words used in textual material was not given in the text. The responses were 60.60% and 55.30% of Education University and AIOU respectively and t-test was 0.88 which means that there are great similarities. Another similarity is this that tutors and teachers at both universities did not give comments on students' assignments. The responses were 56.94% for the university of education whereas 88.74% students of AIOU. This means that up to some extent the comments on the assignment were given by the University of Education but only a few teachers of AIOU give comments on home assignments. There was difference in tele-conferences made by the universities, only 22.52% students at university of education stated that tele-conferences were held occasionally but 56.62% students of AIOU explained that tele-conferences were held in the system of distance education.

Teachers at both universities i.e., the University of Education and AIOU gave their opinion that study material was received to them on time. The responses of both universities were 95% and 90.00% respectively, whereas the t-test was 0.23. This means that both universities were of the same opinion. 95.00% respondents of University of Education and 80.00% respondents of AIOU were of the same mind that lecture method was used in the teaching learning process. The value of t-test was 2.37 shows that there was a slight difference between their opinions.

85.00% respondents of University of Education states that tutors/teachers use discussion method to provide interaction between students but contradiction to this 65.00% respondent of AIOU showed the same opinion. As regard to study material developed by the competent teachers. 85.00% respondents of University of Education and 80% respondents of AIOU gave the same opinion. t-test was 1.35 and it clarify that there was a similarity among the developing of material. While discussing on the study material has self-assessment exercises, 85% and 65% respondents of University of Education and AIOU gave the same opinion. T-test also lies in the critical region, which was 1.27, predict about the same opinion.

80.00% respondents of University of Education affirm that Tutors/teachers did not give comments on the student's assignment, while 60.00% respondents of AIOU had the same opinion. Similarly, the study material had not built-in activities. This was assessed by 15.00% respondents of University of Education were agreed that the study material has built in activities. But 65.00% respondents of AIOU gave contradictory statement. T-test was 3.73 showed that study material of AIOU has built in activities whereas the study material of formal education has not built-in activities. There was contradiction between both the universities about radio broadcast used as the supplement of study material. Not a single teacher gave positive opinion about this statement, whereas 80% respondents of AIOU were agreed with this. The value of t-test was 5.93 which express the contradictory view of both universities.

Conclusion

1. Tutors/teachers attend the student's class regularly in both universities. Admission in both universities is taken without any difficulty. Study material of both universities involves the students into studies. The study material of both universities is received on time. Tutors/teachers at both universities use discussion method to provide interaction between students. Study material of both universities developed by the competent teachers.
2. Glossary of difficult words used in textual material was not given in the text of both systems. Up to some extent the comments on the assignment were given by the University of Education but only a few teachers give comment on home assignments of AIOU.
3. Study material of AIOU have built in activities whereas the study material of formal education has not built-in activities. Tutors/teachers at both universities did not give comments on the student's assignment,
4. Radio broadcasts are not used in Education University but used as a supplement the study material at AIOU. Glossary of difficult words is not given in textual material of both universities at the end of text.
5. Radio broadcasts are not used in Education University but Radio broadcasts is used as a supplement the study material in AIOU
6. The study material of AIOU has built in activities but the study material of University of Education has not built-in activities.

Recommendations

1. Tutors of AIOU may give comments on students' assignments.
2. Glossary of the words may be included in the textual material of both universities.
3. Radio broadcast may be encouraged in University of Education.
4. University of Education may add built-in activities in their textual material.

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Deciphering the Riddle of Education in Pakistan: A Case of Public Sector Elementary Schools

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Abstract

Development of nations is contingent upon their educated populations who can play a pivotal role in nation-building. Those who have promoted their education systems have made progress by leaps and bounds and are known as developed nations in the world. On the contrary, the nations with the troubled education systems, are still struggling to approach the particular status. Pakistan lies in the latter category as its education has fallen prey to several issues that has not only restrained socio-economic development but also has restricted the literacy rate to a greater extent. These issues are commonly found with elementary education which is supposed to be the basis for educational system. In Pakistan, elementary education is further divided into the primary level (Grade 1 to 5) and the elementary level (Grade 6 to 8). The present research has elaborated the riddles, especially associated with elementary education. It has highlighted how restrained development policies hurdle in the way of promotion of elementary education in Pakistan. It explains that traditional methods of teaching in this age of specialization and perfection and confused medium of instruction are major components of these problems. Public elementary schools have almost no access to the equipment of information technology that has added fuel to the fire. In addition to that, there is no check and balance on the public schools due to dormant and inactive supervisory authorities. In the end, the study has recommended some policies through which elementary education in Pakistan can achieve its particular standards. The research is helpful for general readers, students of education, policy-makers, and teachers and for all the concerned authorities who are handling the affairs of elementary education in Pakistan.

Keywords: Pakistan, Elementary Education, Public Schools, Teacher Education.

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Introduction

Education is a road to national uplift as it creates a sense of responsibility among the public. Educated people not only realize their duties but also know how to protect their national, social and individual rights. Education enhances a consciousness among the nationals of a state that makes them well aware of their national and international status being global citizens. This awareness inculcates in them a sense of trust and cooperation within specific territory. It is a fact that the development of the education sector is a key to success for any nation (Ahmed, et al., 2014). Promotion of education helps in reducing illiteracy which directly restrains one of the biggest curses on the planet i. e. unemployment (Ashraf & Ismat, 2016). So, the importance of education to the economy cannot be denied at all. When a society or nation possesses educated and skilled labour force it has far more chances to develop its economy rapidly. Additionally, it can be stated that education is "fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development" (Todaro & Smith, 2011). Hence, the economic development of a society or nation is based on acquired skills and abilities of the labour force through effective education and impressive delivery of knowledge.

There prevail two theories which describe the relation of educational development with the economic uplift in a lucid way. First, there is Human Capital Theory that considers the accumulation of capital as an important element of economic growth. Second, there is Signalling Theory which states the level of education as an indication of behavioural traits that employers are looking for. As far as the first theory is concerned, it provides the relationship between education and economic advancement (Dubhslaine, 2006). Education soars analytical and cognitive skills among the public in general and students in particular. It helps them in analyzing the given information and then to make its use positively. Anyhow, the developed skills make the laborers to increase productivity in two ways. Firstly, he can use his existing working capital more effectively. According to Welch, education increases worker's speed along with quality based on his increased understanding of specific tasks and he can make better decisions regarding the allocation of available resources. Secondly, the educated worker can utilize his knowledge for developing technological infrastructure that automatically causes improvement in the production of materials and enhances the communication of information (Dubhslaine, 2006). Generally, when an educated labour force adapts to technological changes it reduces the costs of production and creates possibilities for an increase in the production of a particular firm.

Background of the Study

Pakistan is a developing state with a weaker economy. One can witness political chaos, economic disarray, militant and sectarian violence and social unrest in Pakistan which are, by and large, the offshoot of a weak, polarized and non-unified

education system. Promotion of tolerance, general awareness and literacy has become a dream of this ineffective system. Education has been treated as a 'step-child' in Pakistan since its inception. It was not given so much importance that obstructed the development in every sphere of life. Lowest allocation in the budget for this sector has weakened the foundation of quality education. Resultantly, the nation experienced an economic, social and political decline. After laps of almost seventy years, education cannot take Pakistan out of economic, social and political quagmire even after adopting more than twenty-five educational policies (Ahmed, et al., 2014). Pakistan is the sixth largest population in the world that is still facing a blend of problems regarding the uplift of its education sector. It is struggling to provide learners with free education efficiently even Article 25-A obligates the state in this connection. The article reflects that "the state shall provide free and compulsory education to all children of the age of 5 to 16 years old in such a manner as may be determined by law". Similarly, Article 37-B of the constitution directs the state to remove illiteracy and encourages the provision of free and compulsory education. It states that "the state shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period" (Ashraf & Ismat, 2016).

From 1947 to date, the focus of Pakistan's educational policies has been the eradication of illiteracy at the elementary level but it is still a promise to fulfil. Recently, Pakistan has launched a nationwide initiative in National Education Policy (NEP) 1998-2010 aiming at minimizing illiteracy and providing the children with basic education. NEP 2009 has been launched one year before finishing the previous one. Its main targets include 100 per cent enrolment by 2015 at the primary level, 86 per cent literacy rate and 7 per cent allocation for the education of national Gross Domestic Product (GDP). In addition to that, the policy decided a bachelor degree for recruiting the teachers at the elementary level and emphasized the implementation of the common curricular framework in both the public and private sectors (Ashraf & Ismat, 2016). But, unfortunately, these targets could not be achieved as it is due to unplanned and directionless initiatives for the promotion of education at the elementary level. Management, as well as the teaching staff could not come up with their desired goals because of the lack of check and balance and sincere efforts. Now, this negligence of the uplift of elementary education, the basis for the higher education, has pushed the nation into countless complications.

Objectives of the Study

Education sector in Pakistan has been a victim to the mismanagement of the concerned authorities that has entombed the country among the states with the lowest literacy rate. This research aims at exploring the causes which have affected the sector to a dismal extent. An effort has been made to highlight the priorities of the provincial as well as federal governments regarding development of the elementary schools. The

stakeholders and the readers can be able to assess the role of skilled teachers for the rapid growth of the department. It provides a direction for authorities to manipulate the issue of medium of instruction. The study has emphasized on the availability of the resources related to Information Technology (IT) that is a requisite part of education in this age of perfection. Last but not the least, it has examined that lack of funding to the elementary section of education and then reluctance and mismanagement of the managers in utilizing these funds have brought elementary education to the brink of destruction.

Methodology

Descriptive and analytical methods have been followed to analyze the topic. Facts and figures, relevant to the topic, have been collected from the published works, research articles, surveys, reports and newspapers. All the datum reflects the opinion of various authorities on the topic through these facts and figures. This descriptive approach has provided the author with a vision to build his own opinion. Therefore, views of the author of this research are totally based on the analysis of the divergent opinions of the national and international experts who have tried to examine the causes behind the pathetic situation of elementary school education in Pakistan. Additionally, all the numerical data in the mentioned sources has made the author able to make comparison between the availability of facilities and the results produced through these.

Causes behind the Dismal State of Elementary Education
The Dilemma of Priorities in Development

Pakistan is a country where a very low amount is allocated for the education sector in its annual budget. A brief survey of last five years will make the reader able to understand this allocation clearly. According to the educational budget of 2015, Sindh government allocated Rs. 148 bn for education sector with an increment of 7 per cent of the previous budget. Rs. 135 bn were allocated for current expenditures and the remaining only 9 per cent i. e Rs. 13 bn were earmarked for development purposes. It is worth mentioning here that 91 per cent budget was mainly apportioned for salary-related expenditures that minimized the funds for development. There are 92 per cent elementary schools (including primary and elementary schools) in Sindh (Sial, 2016). Now, one can analyze the situation easily: what would be the share of elementary education in this budget and how all the development projects could be completed with this minor amount. Consequently, elementary education has been deprived of its due share in the finance that has led the particular section towards restrained educational development.

Usually, huge amounts of the educational budget are allocated for salaries of teachers and supporting staff at elementary and secondary schools. The Khyber Pakhtunekhaw government allocated Rs. 88.274 billion for elementary and secondary education in 2015. The amount of Rs. 79.974 billion was fixed for salaries and Rs. 8.3

billion went to non-development expenditures. With that allocation of the fund, the provincial government further promised to form 150 new primary schools and 100 secondary schools for boys and girls. (*The News*, June 16, 2015). In the same year, the Punjab government showed an interest in providing the teachers with training and emphasized on a special allocation of budget for training of teachers. For that purpose, the provincial government allocated Rs. 1.07 billion for Teacher Training Colleges in Punjab. (*The Nation*, June 23, 2015). Baluchistan, that had already shown an inclination towards promoting elementary education, experienced a decline of 15 per cent as compared to the previous budget. The government allocated Rs. 10.02 billion in 2015 for development purposes which were Rs. 11.7 billion in 2014. This decline not only restrained educational activities but also restrict the development projects at elementary schools (*The News*, April 28, 2016).

After the gap of five years, one cannot predict an optimistic future for education in Pakistan. In the budget of 2020, education and health sectors are ignored regarding development especially. As far as the education sector is concerned, only Rs. 83 billion are allocated for it (*The News*, June 13, 2020). Now, the provincial governments will have a minor share which is supposed to be insufficient for running the sector smoothly. The share of elementary schools can also be imagined that will create many more hurdles in the way of management to establish further schools at this level. It will leave more students to study under the blue sky as these schools do not have a sufficient number of rooms where the students can learn the things without any disturbances. There exists an intra-sector controversy over the allocation of resources that has caused colossal damage to elementary education. A contradiction can be observed in the declaration of policies on paper and practical steps by the government to fulfill the promises made in these policies. In recent education policy, special attention is given to the elementary education, promising the targets of achieving literacy and assuring 100 per cent enrolment of the students at primary schools, but there are no appreciable results for that attention. Almost all the concerned authorities re more interested in speeding up higher education than primary or elementary education. For that purpose, most of the educational programmes are highly subsidized. Here a difference is created between rich and poor. The rich can afford for such expansive programmes while the welfare of the poor lies in the primary education programmes. It is a big example of non-allocation of resources where the poor fall victim to the mismanagement of the education sector (Ashraf & Ismat, 2016). Resultantly, the students as well as teachers cannot have access even to the basic facilities like furniture, toilets, water etc.

Lack of Skilled Teacher

Training is essential for quality performance in every profession. Teaching is a challenging job that requires a teacher to be equipped with a lot of variety in teaching methods to deliver the knowledge effectively. In Pakistan, there are less training

opportunities for teachers despite of the existence of various teacher training institutes. Due to the lack of resources, professional trainers and administrators these institutes have failed to assure training of teachers who can perform very well at elementary schools after being trained. Non-availability of funds has put a full stop on the working of most of the training institutes. Those, which are working, still stick to the out-dated and traditional course outlines 'which does not enhance the skills, motivation and quality of teachers' (Ahmed, et al., 2014). As a sub-sector of education, teacher education is the most important necessity that should be reflecting its distinction in pre-service and in-service forms. It is usually designed and adopted to equip the teachers with updated knowledge, information and pedagogical skills. It helps them in developing their abilities and positively reformed behaviour towards their profession. Such training can facilitate the transfer of cognitive, affective and psycho motor knowledge to the learners which build their character and personality to make them able to adjust themselves according to social trends. The effects of teacher training on the process of learning can be elaborated in the following words:

> Teacher education consists of all formal and informal policies, activities and experiences that equip prospective teachers with knowledge, skills, attitudes and behaviours required to perform their duties effectively and efficiently in the classroom, school and wider community (Khan, 2011).

Quality of instruction is a primary factor behind low or high learning outcomes in public elementary schools. Many surveys demonstrate that there is no doubt about the competency level of teachers at elementary schools but their knowledge is not translated into improved outcomes for the learners. It highlights the gap in teacher education where teachers are not trained enough to teach their students at this basic level efficiently. Therefore, low motivations among teachers, low teacher efforts and a high level of absenteeism have affected education system badly. In addition to that, multi-grade teaching at primary level is a common practice in rural areas of Pakistan. It can widely be seen in rural areas of Punjab where, on average, one primary teacher teaches more than three grades (Bari, et al., 2013). With this proportion, a teacher cannot control the classroom that creates a sense of deprivation among those students who require individual attention to solve their academic problems. It is the only variety of teaching methods that can cause mutual facilitation between the teacher and his pupils and this variety can only be achieved by conducting training programmes for the teachers at the elementary level.

Confused Medium of Instruction

The medium of Instruction (MoI) plays a critical role in making the education system of any nation successful. It guides the teachers as well as to adopt a particular language, local, national or international, to get close to the educational trends. Specification of a particular language creates a sense of integrated understanding

among the learners. But, the case of Pakistan is a different one in this regard as its leadership could not decide a permanent MoI especially at the elementary level of education that has almost produced confused students. Decision-makers have been under confusion to declare Urdu or English as MoI. Soon after partition, All Pakistan Education Conference (APEC) in 1947 propose Urdu as Pakistan's *lingua franca* and a first advisory board was set up in 1948 to implement Urdu as 'Medium of Instruction' (MoI) at different stages of education. Second education conference in 1951 encouraged mother tongue as MoI at primary level and recommended the adoption of Urdu and English at official and national levels. Again, in 1959, Sharif Commission on National Education endorsed the idea of mother tongue up to grade 5. Later on, article 251 of the constitution of 1973 declared Urdu as national language and English as an official one (Rashid, et al., 2016). General Ziaul Haq's emphasis was on Urdu too and English was ordained to begin from grade 4. In 1989, the democratically elected government formulated a language policy with a special focus on English and in 1992 the decision over MoI was left to the provinces. A pronounced shift towards English can be seen under the regime of General Pervez Musharraf that was underlined in National Education Policy (NEP) of 2009. According to the policy, English would be MoI from grade 4 onwards and by 2011 all the government schools were supposed to be teaching in English (Rashid, et al., 2016).

So, the medium of instruction has been an issue since the inception of Pakistan. Therefore, the level of success of the education system in Pakistan can be assessed in such a way that it has not decided, till today, a common or national medium of instruction at elementary schools. The system is operative in match with local needs and ground realities as 'education in mother tongue' is a decisive factor to segregate and diversify the nation just contrary to the requirements. It has taken more than seventy years to prolong the decision; therefore, various mediums are operational both in private and public schools. Arguably, the confused medium of instruction creates a sort of disparity among the masses and divides them into too many segments (Rashid & Mukhtar, 2012). Here, one example of the Punjab province is quoted where the practice of so-called Urdu and English mediums is on but there is no reality behind the implementation of the instructions prescribed by the education policy. In Punjab, school education begins with "Kachi" class in the public sector where the children of pre-primary age are accommodated with grade 1. The primary level consists of grades 1 to 5 with either Urdu or English as a medium of instruction. In Urdu medium schools, English is taught as a language from grade 1. Then, there is the middle level of elementary education that is composed of grades 6 to 8 and, according to the recent education policy, follows English as a medium (Government of the Punjab, 2013).

The confused medium of instruction in the education system of Pakistan has caused an irreversible loss to the learning process among young learners. The use of either English or Urdu by the teachers at elementary schools has not been productive for

teachers as well as students. Teachers cannot formulate teaching methodologies which can be suitable at various regional levels. On the other hand, learners' abilities, especially in the English language, restrain their learning. In 2006, Punjab Education and English Language Initiative (PEELI) presented its report which reflected the lowest level of competency to learn English language among the teachers. This incompetency led towards a conflict between teachers and the learners with references to English versus other languages (Ammar, et al., 2015). Now, it has become a permanent source of tension and anxiety both for teachers and students. The problem of the confused medium of instruction is also associated with teachers at elementary schools. Most of these teachers are not properly trained that restricts them to limited teaching methods to deal with English. Many of them, probably the majority, cannot speak English themselves. And the worsening thing is that when these teachers are directed to teach key subjects like English they get failed as most of them do not possess sufficient subject knowledge. So, there lies a major flaw in the implementation of the plan that calls for teachers to teach subjects they do not know and in the language, they do not understand (Hathaway, 2005).

Non-Availability of IT Resources

In this age of perfection, the importance of Information Technology (IT) cannot be denied in any sphere of life. IT has made the man able to collect information from all around the world at his door-steps. Similarly, it has opened many ways for education sector to boost up. In most of the developed and developing countries the use of IT has become an essential part of teaching and learning process. As the world is passing through a phase of transformation and development rapidly therefore the usage of IT has not only provided the teachers with new dimensions of teaching but also has affected the process of learning among the students to a maximum level. The particular technology is helping in restructuring and reorganizing the teaching methods which has optimistic results regarding the preparation of students, at elementary schools, for future challenges. Therefore, various governments are encouraging their teachers through the provision of continue need-based assistance either in the shape of training, resources, access or encouragement. In view of such support, the teachers will be able to adjust themselves with the latest technology and then to use it efficiently to get good results and to improve the learning atmosphere in the classroom. While using these human-friendly technologies, which may include video conferencing, websites and multimedia delivery, teachers can overcome the newly emerged challenges to education (Majoka, et al., 2013). In case of Pakistan, till now, the governors of the state are silent in this respect. Specifically, the elementary public schools do not have access to IT resources. This reluctance has produced nothing but confused teaching methods among the teachers who have been assigned to teach Single National Curriculum (SNC) to the youngest generation. If the Elementary schools in Pakistan are facilitated with IT

equipment, then these schools can produce fertile minds who will be able to overcome their academic issues, associated with the latest technology.

Ill-will of Management

There is no practical of teacher evaluation at elementary schools of Pakistan. Neither headmaster nor the management tries to evaluate the teachers that restrain teacher-student learning process to a larger extent. Absence of evaluation allows the teachers to inflict their traditional methodologies on the students. When there is no check on teachers through evaluation then it can eclipse the quality of education at these schools. On the contrary, continuous assessment of this component will make it more effective and productive (Younus, et al., 2017). Notably, when a teacher is evaluated he/she gets a chance to remove the weaknesses which restrict the educational activities. It provides a chance for the teacher to change his methods to get good results. On the other hand, when a teacher does not go through the process of evaluation, he/she sticks to the traditional methods of teaching which have proved almost non-productive in this era. Teacher evaluation gives birth to the sense of accountability among teachers who can utilize it to influence on their students first to control the classroom and then to make them able to obtain good marks in their examinations.

A balance in Pupil-Teacher Ratio (PTR) is necessary for assuring quality education. In Pakistan, PTR is suffering from an imbalance particularly at the elementary level that reflects ill-will of the management. Here, the example of Punjab can be quoted where crowded classrooms present have caused many problems for teachers and students. According to NEMIS 2013-14, PTR at pre-primary level was 56, 33 at the primary level and 23 at the middle level. With an average of 37, classrooms are found crowded. PTR is an indicator of measuring the quality of education which observes that crowded classrooms with a high number of students per teacher damaged this quality. The students face difficulty in following the course and teachers can dedicate less time to the needs of students individually (Shujaat, 2015). Here, educational management is responsible for arranging teachers according to requirement. The reluctance of the management in this area has given the ways to the problems for teachers and they cannot pay their full attention towards their basic purposes. They cannot manipulate a huge number of students in congested rooms where they find difficulties in delivering knowledge and cannot give individual attention. The already weak students fall victim to this mismanagement and they avail rare chances to improve their learning abilities in such an atmosphere.

Conclusion

Though, the education sector in Pakistan is facing dire implications yet the grass-root level of the sector has suffered the most. Political chaos and institutional clashes, within the state, do not allow the rulers at federal and provincial levels to pay a special attention towards the development of the elementary schools. Therefore, the

priority list lacks the initiatives for the uplift of these schools. Absence of skilled teachers in these schools has worsened the situation. Learners are confused with the medium of instruction. Non-availability of IT resources and reluctance of the management to complete the assigned projects are the major hurdles in the way of growth of elementary schools. There is need of a collective and quick action to get rid of all these problems to strengthen the roots of education in Pakistan. The Government should encourage the concerned authorities through suitable financial support and then it should ensure the system of check and balance to avoid the vices like corruption. The drives like Single National Curriculum (SNC) can be helpful to address the problem of medium of instruction. Proper allocation in the annual budget, especially for the elementary schools can work efficiently to overcome the financial crisis. Merit-based scrutiny of the energetic and determined teachers and the managing staff are the most important conditions for the betterment of elementary education in Pakistan.

Policy Recommendations

The government should revise all its federal and provincial policies regarding the provision of effective education at elementary level. Education management should design the things in the shape of academic facilitation for the betterment of teachers and teachers should respond positively and actively. Following are the measures which can be adopted to get rid of hurdles which have eroded the education of elementary level in public sector schools of Pakistan.

1. Allocation of huge amounts for education in annual budgets is a secret behind the promoted education systems of developed states and even some of under-developing nations like Sri Lanka. Therefore, there must be an increase in education budget of Pakistan so that all levels of education can be developed smoothly. Then, there should be an equal distribution of resources for all levels. A special focus should be paid to elementary education because it ensures the basis of further education.

2. A teacher is the most important figure in the education system. He must be acquainted with new teaching methodologies which can be achieved through launching well-managed and effective training programmes. High profile and expert trainers should be hired for the purpose. For teachers, who teach English as a subject, PEELI should be made more productive along with other such initiatives.

3. Regarding the implementation of the medium of instruction, National Education Policy of 2009 lacks in considering the socio-cultural need of the stake-holders i. e. powerful ethnic groups and powerful elite. These ethnic groups cannot make compromises on the humiliation of respective mother tongues while Urdu and English are strongly backed by the elite class. So, the

policy should be developed to bring both the stake holders on the same page, through taking conciliatory measures.

4. In most of the European states, the students of elementary schools are provided with the latest technological devices that pave the way for them to understand things quite easily. In the case of public elementary schools in Pakistan, traditional methods of teachings are followed which have almost proved non-productive. There is no concept of audio-visual aid which enables the students to learn the things rapidly. So, elementary schools should be provided with all the equipment related to information technology to facilitate teachers as well as the students.

5. The education sector should recruit the administrators based on merit so that they can run these affairs efficiently. They should be sincere and active with their duties for having a check on the allocated schools. Teacher, too, should avoid absenteeism and assure good results after observing sincerity with their profession. Additionally, economic, technical and moral assistance through training to the teachers can be helpful to strengthen the roots of education in Pakistan i. e. elementary education.

6. Overall, availability of new furniture, provision of sufficient toilets, facility of drinking water, general repair of the building, and foundation of IT labs, removal of teacher shortage, the pivotal role of school councils, the existence of boundary walls, plantation campaigns and settlement of rented buildings for schools can also be fruitful for the improvement of education at elementary schools.

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English Language Learning Materials Development Policy of Pakistan: Provisions and Execution

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Abstract

The aim of this research is to assess the sufficiency of provisions and execution of English Language Learning Materials Development Policy of Pakistan. For the realization of this, the policy documents were abstracted to know what has been provided in connection with the development of English learning materials in Pakistan. Further, the evidence regarding the execution of the policy was collected through a questionnaire. The results of the study indicate that the policy provides only rudimentary guidelines regarding the selection, regulation, and capacity building of the writers and the publishers of the materials. Besides, the researcher has found that curricular guidelines, some principled approach to the materials development and selection, the development process, hierarchy and transitional signals in the materials, context relevance, the use of technology in the development of materials, evaluation of the developed or selected materials are the aspects that have not been attended to. Only 26% of the executions have so far become possible. The consequences of this insubstantial policy are that the teachers, while using the materials that are developed or selected following the guidelines of the policy, mainly keep their focus on form items of English language and thus remain unable in engaging the learners as well as teaching them how to use language in terms of communicative intent.

Keywords: Policy, learning materials, principled approach, evaluation, communicative intent.

Introduction

In an ESL teaching-learning situation, learning materials play a major role in the provision of a nourishing input. Highlighting the significance of learning materials, Ampa, et al. (2013) say that these are frequently the most concrete part of the teaching and learning process. Further, the quality of language input and practice in the classroom is indicated by them. The activities in the classroom, that are presented either for communicative interaction or language practice, are mostly fueled by learning materials. These also serve the purpose of reference for students when they are made to learn items of grammar, vocabulary, pronunciation, etc. Therefore, it is the learners' essential need that they receive sufficient target language input of right kind in terms of "linguistic complexity, diversity, communicative intent, feedback," etc. In addition,

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along with the quantity of input, in Krashen's view, comprehension of input whether it takes place through its modification or contextual support is also necessary. One more view is that learner's output is also important for the worthwhile acquisition of L2 (Ellis, 2005; Pica, 2002; Anthony, 2008).

As mentioned above instructional and learning materials have very significant role in the learning process. In addition to this as per national policy demands, they are required to contribute to the enhancement of the quality of learning and preservation of national identity as well as culture. Further, they have to help in maintaining ideological and administrative control. However, when it comes to the development of English learning materials, the learning materials development policy of a country or community needs to play the role of a path provider. In this area of research many researches have been carried out whose account is as follows:

Al-Jardani (2017) examines the learning materials policy with reference to the variations in textbooks required for different regions to fulfill the needs of learners in their respective regions. If such variations are allowed, the textbooks will not be able to supply equal language input or exposure all over the country because textbooks are to be developed on the basis of a national curriculum. Chen (2013) examines the materials policy when the development and publishing of textbooks given in the hands of private publishers. She says although the private publishers claim that books are written in the light of the curriculum guidelines and are approved by some government agency, yet the books published by different publishers are incompatible with reference to content consistency and continuity from one grade level to another. Fitzpatrick (2011) examines the English learning materials development policy in terms of its providing guidelines for the solution of certain problems i.e., to inform the teachers in which way they should use materials in the classes. Teachers follow the officially approved textbooks but sometimes they do not think positively of them. In this situation the teachers look towards the policy that it should tell how the quality and capacity of textbooks is there and whether these correspond to the curriculum as well. But instead of doing this, the policy offers openness regarding the selection of contents and projection of culture, etc.

Hu (2005) says that in China a new policy on textbook production has been adopted for supporting curriculum and syllabus developments. The new policy has given considerable local autonomy for the development of textbooks under the textbook evaluation committee. Quite recently the local publishers in China have started collaboration with overseas publishers and writers for the production of up-to-date learning materials. The result of this policy is that the recent textbooks are more "innovative, learner-centered and communicatively-oriented" because these follow "new conception of education, and international developments in language education." According to Silver and Skuja-Steele (2005), in most of the Asian countries a syllabus is prepared at the national or regional level by the Ministry of Education. When this

syllabus is changed, the changes are applicable nation-wide and teachers are supposed to apply these changes at class level as well. In contrast, in the Western countries, no national syllabus is prepared. These syllabus guidelines are implemented through textbooks. Further, there are two aspects to the use of textbooks and materials. If books are used keeping in view the classroom priorities and on daily basis, their use becomes aligned with the needs of a particular class and if this is done, their use comes closer to the structural priorities. In simple, thus individual needs of students can be addressed. Contrary to this when textbooks are used keeping in view the prescribed syllabus and standardized assessment, although teachers find guidance in respect of what should be selected to teach, the choices for teachers at classroom level become limited and issues of time and material coverage also arise. Altinyelken (2010) says that mostly policies are well framed and curricula well-designed and carry enviable aims, however, to realize these aims is not frequently possible on account of lacks in the learning materials and thus resources, time, and effort allocated for this purpose go wasted.

Keeping in view the need and significance of learning materials, countries frame English learning materials development policies. Pakistan also has framed one. This policy has two major areas: 'textbook development' and 'reading and learning materials development' (National Textbook and Learning Materials Policy and Plan of Action, 2007). The purpose of this paper is to examine this policy with reference to its vision, provisions, lacks and its execution level in the public sector schools and colleges and to recommend how it should be upgraded so that it can provide for the materials that are indispensible for the learning of English language for communicative interaction and transaction.

Review of the Related Literature

For understanding and evaluating the policy under investigation and determining the quality of the English learning materials, a number of concepts and issues seem very important. These are: input and learning, English learning materials development, materials selection and adaptation, language learning materials as contextual materials, role of technology in English learning materials development and use, and English learning materials evaluation.

Input and Learning

Input in the English language classrooms is commonly provided in the form of learning materials. But for the appropriacy of the provided input, the materials writers and teachers should know the nature and role of input materials and how learning goes in the classroom. For this purpose Cotterall (2000) says that the learners should be made to know a number of learning options and to understand also what the consequences of their choices will be. As a result they will be able to try to know the role of input texts and tasks and will test various strategies and ask the teacher or peers to give feedback on their performance. Along with this cognitive activation, the learners

should be provided with rich input. Bianco (1987) emphasizes the need of the richness of the types, purposes, and functions of the target language which is provided as input because the same is supposed to be assimilated. Further, the learners usually need to find the language provided as input not only for learning its formal items attentively with emphasis on accuracy but also to use it as a communicative medium that expresses content. The content which is particularly related to the resolution of problems, actual situations, real-life roles in meaningful ways adds to the motivation and retention of the consciously received materials. Further, the receiving of the target language not only brings its formal items, but also its associated knowledge i.e., culture as well as social and historical aspects. Tomlinson (2008) suggests that the input in the garb of learning materials should help learners acquire as well as develop English language through the opportunities for acquisition and development avoiding focus solely on linguistic items. First, for the purpose of acquisition, the materials should facilitate a rich experience of language in use through contextualization; comprehensibility; feelings of being motivated, relaxed, positive and engaged; availability of language and discourse features; and provision of learner's needs for achieving "deep and multi-dimensional processing of the language". The facilitation and provision of needs can be made possible through providing exposure to an authentic use of language (language and discourse features) contained in spoken and written texts that can engage learners cognitively and affectively. Expressing their views on the sufficiency and appropriateness of input materials Gándara, et al. (2003) say that appropriate input materials, curriculum, and students' academic performance are correlated. Therefore, the learners require sufficient appropriate input materials for learning English as per development standards. If the students do not cover sufficient input materials, their skills remain imperfect. Therefore, it can be said that on the whole the learners should be provided with rich, authentic, sufficient, and contextually appropriate input.

English Learning Materials Development

English learning materials can include various things that are used by teachers and learners for the purpose of input or exposure during the process of learning of English. While defining English learning materials and their use, Tomlinson (1998) terms them as sources through which language input is provided in the classroom and they are used in such a way that the possibility of assimilation or language promotion gets enhanced. Becoming a bit more specific, Salas (2004) defines materials development as a process of producing or generating any kind of activity or exercise "(games, role plays, readings, problem-solving situations, group discussions, etc.)" utilizing raw texts and situations keeping in view certain level of students and section of the course content that needs further practice and development. However, the materials developed whether they are in the form of exercises or textbooks may not be appropriate and sufficient for children's language acquisition (Hoa & Tuan, 2007). Therefore, it is necessary that development of materials should be led by the insight

gleaned from the way the children acquire language. For example, taking care of the insight of the way children acquire language, in China, syllabus renewal has been utilized to incorporate progressive and scientific thinking i.e., new theories and findings from around the world (Hu, 2005). The significance of the said insight to be used as a basis for English learning materials development has been vividly demonstrated in Tomlinson's principled approach to materials development. According to Tomlinson (2008), the process of writing starts with the collection of spoken and written texts that can engage the learners affectively as well as cognitively. Next the writers develop a principled, text driven and flexible framework as well as write sample communicative tests to assess the impact of the materials developed later on classroom use of the textbook. In the end, a group of editors will see whether the learning points in the units correspond to the syllabus pre-developed by them. In the end, the final version of the units will be developed and fit into a structure for the purpose of principled cohesion.

Materials Selection and Adaptation

It is a common experience that the materials that reach the teachers are not frequently appropriate for a certain set of students. They are so as per view of Salas (2004) because they either do not correspond to the students' proficiency level, interests, wants and needs or do not provide the text types or category of activities considered suitable by the teachers. In this situation materials are required to be adapted to the needs and level of the target students. If the authentic texts are not simplified, it sometimes becomes difficult for the learners to process them. While utilizing the existing schemata of learners, they can be supported through the use of aids like grids, graphic organizers, semantic maps, study guides, etc.

Adaptation is the use of some ways of making textbook or other materials more suitable and malleable. According to Salas these ways are "omission, addition, reduction, extension (lengthening an activity to draw attention to other language features), rewriting/modification, replacement, re-ordering, and branching (offering alternative ways to do the same activity, e.g. drawing, writing, preparing a speech, looking for a song)." Actually, teachers in the process of adaptation can seek texts and ideas from old textbooks or books from other disciplines and adapt them to the current teaching/learning needs.

For the purpose of materials selection and adaption, the materials writers or teachers first need to know the demand of the objectives of the course and then select certain text-types and regalia and if required they adapt these materials to make them fit for certain set of students or grade level. For example, Shaaban and Ghaith (1997) report how they selected and adapted their required materials. Actually, they required to develop theme-based instructional materials that were authentic, useable and relevant for teaching the themes in focus. They took the materials, sequenced and aligned them to the teaching objectives. They further report that the materials that were not found

either written in good way or were not at the level of the set of students were adapted by excluding extraneous text features such as unnecessary views and examples. On account of such exclusion the gaps or disconnections that arose were rectified by sentence connectors. Further, supporting evidence or examples were included to clarify the difficult texts while keeping the texts safe from oversimplification so that they might not lose their authenticity which is contrary to the demand of the theme-based language teaching. Thus keeping in view the level, needs, and context of the learners materials may be reformulated and adapted.

Language Learning Materials as Contextual Materials

For the promotion and facilitation of learning of English, various materials are considered and consumed; however, with different purposes. According to Riazi and Mosalanejad (2010) language learning materials not only facilitate the learning of language, they have also a great impact on the other components of instructional situation. For example, these have power to change the objectives of the situation or increase or decrease the motivation level of the learners. Another form of the impact of learning materials according to Tomlinson (2003) is that these (textbooks) provide consistency, systematicity, cohesion, continuation, and progression. Ampa, et al. (2013) say that the learning materials also serve as the contextual materials and help learners establish link between the content and the context of life. Thus the students become able to pick meaning in the learning process if it takes place in appropriate contexts and utilize their acquired knowledge and skills in applicable contexts. However, materials selected from textbooks are not mostly contextual because these do not support the students to process new information or knowledge in such a way that this becomes meaningful in their own frame of reference. The textbook material does not qualify for the said purpose because according to Tomlinson (2003) the contents of the textbooks do not map with the learners' needs as well as their specific contexts.

Use of Technology in English Learning Materials Development

In the present day world, technology is being used in classrooms and educational institutions. However, in less developed language teaching and learning situations, very little use of technology is made. Shamim (2017) expresses her concern and wonders at technology not being used 'even where it is available in the institution.' This backwardness has very serious implications. First, the learners of a setting, where technology is not involved, lose opportunities of learning. Secondly, the technology-shy societies may lose their race of progress. On the other side, the mention of corpus data, concordances, etc., are signaling that the educational world is at the doorstep of new generation of computerized materials. Now computer-mediated resources, tasks, and learning environments available in institutions, are inviting the attention of teachers and learners towards their use. Throwing light on the significance of technology, Reinders and White (2009) say that technology can help generate learning materials as well as

perform the function of an efficient and effective means of delivering input materials. In addition, technology has made possible the provision of outside classroom opportunities of learning in the form of digital spaces where students can share, give and receive feedback and promote their views. However, the major issue related to the use of technology in the area of learning materials is to learn the ways of constructing activities and tasks based on the use of computer and its networks.

Materials Evaluation

In this age, many textbooks are available in the market. However, the selection of textbooks is not made on their merit. Mukundan and Kalajahi (2013) say that generally selection of textbooks is not made on the basis of their intrinsic pedagogical value but on the basis of the fame of the publishers or under the sway of their skillful marketing. Thus the choice of textbooks frequently goes wrong and consequently results in the students' failure and the objectives of teaching and learning English are not achieved. Commenting on the development of textbooks that leads towards the said failure, Tomlinson (2008) says that textbooks are mostly developed keeping in view the success in the market, trends of teachers and liking of administrators. The focus of such books is mostly on the formal aspects of English language instead of the opportunities for language acquisition. Next the writers of such textbooks follow their intuition instead of basing their writing on some principled approach. Further, in some situations, the writers of textbooks do not have the required expertise. Consequently the textbooks written by them are not useful.

In view of above account, Mukundan and Kalajahi (2013) suggest that, for avoiding these negative consequences, the textbooks and other materials should be first evaluated to make it certain that these can effectively facilitate the realization of learning objectives. In this regard, the ministry of Education or some other relevant agency should first seek to know the strengths and weaknesses of the textbooks, whether they are selected from the market or prepared by some appointed team. Such evaluation is required from another aspect as well that is up-datedness of English learning materials along with their suitability to the learners. Riazi and Mosalanejad (2010) emphasize the need of the evaluation of teaching and learning materials for knowing their appropriacy. For the purpose of evaluation that is based on the evaluation criteria, information about the materials is collected and analyzed and finally this information is interpreted to draw conclusions about the utility of the materials. If it is found that the learning materials are lacking the required traits, they are either adapted and amended or replaced with some other better materials. Aviles (2000 in Riazi & Mosalanejad, 2010) says that Bloom's taxonomy of educational objectives can be utilized for the purpose of learning materials evaluation. However, for the purpose of informed evaluation, a criteria list is required to be developed. These criteria should be

about the learning materials in terms of their quality of facilitating teaching learning process on the one hand and discoursal quality on the other.

Keeping in view the background and various concepts related to the quality and scope of the learning materials and their development, the following research questions have been framed:

Research Questions
1. How does the policy foresee effective and context specific learning materials?
2. What are the provisions of English learning materials development policy of Pakistan?
3. What mechanism for the evaluation of materials and follow up has the policy provided?
4. What is the level of execution of the policy in the educational institutions?

Methodology

The researcher has used two methods. First content analysis and second the survey method. Thus the information required for answering the research questions was collected through the analysis of the English Learning Materials Development Policy of Pakistan Document and a questionnaire. For the purpose of knowing about the policy provisions related to textbook development, the National Textbook and Learning Materials Policy and Plan of Action 2007 were examined. The section 2.3 of the same document was looked into to know the provisions related to Reading and Learning Materials Development in Pakistan. The points related to both of these areas were first enlisted in two sections and were analyzed later. The information related to the execution of the policy was collected through a questionnaire which has two parts. The first part carried 15 prompts which were meant to collect information regarding the execution of the policy from the teachers of the public sector educational institutions. Four levels of response were devised i.e., rarely, partially, maximally, and fully. The level of the teachers ranged from the Primary School Teachers (PSTs) through Elementary School Teachers (ESTs), Secondary School Teachers (SSTs) and to the Intermediate Level College Teachers. Further, the information was collected from the teachers of four districts i.e., Bahawalpur, Lodhran, Rahim Yar Khan and Bahawalnagar. The questionnaires were sent to 72 teachers. However, 42 teachers responded from the four target districts. The second part of the questionnaire comprised five open questions for the collection of the critical views of the teachers regarding the policy.

Data Analysis

The intents of the policy related to both the areas i.e., Textbook as well as reading materials were abstracted into items for bringing out the findings of the study. Later these findings were discussed and assessed to answer the research questions. As

far as the information collected though the questionnaire, it was analysed using descriptive statistics through Microsoft Excel and percentage and average of the percentages were drawn. The reliability coefficient of the questionnaire was found at the level of 89. This information gleaned through the questionnaire has been presented in table1 and represented with the help of the figure 1. The information received through the open questions was sifted for the critical points of the teachers which has been presented in the Table 2.

Results

Provisions for Textbook Development

In connection with the textbook development, the policy has provided for the following:

1. Facilitating, regulating and monitoring the process of textbook development and approval.
2. Constituting a body to select and prescribe textbooks to be used in the public sector schools.
3. Supporting publishers in their capacity building for their being competitive
4. Monitoring of the quality and cost of textbooks.
5. A no objection certificate from Federal Government (Curriculum Wing) as a part of reviewing and approval process.
6. Provision of resources and training for materials writers.
7. Catering to multi-grade environments (self-learning) through the publishing special or supplementary materials.

Provisions for Reading Learning Materials

The section 2.3 of Development of School Reading and Learning Materials provides following items.

1. Invitation of submission of manuscripts and samples of reading and learning materials for review and certification.
2. Enhancement of public investment and recurrent expenditure in school libraries and school educational materials.
3. Providing resource centers for publishers for training and support in capacity building of publishers in development and marketing of supplementary materials.

Area-Wise Execution Level of the Policy

Table 1
Provision of Appropriate Learning Materials

	Sub-areas	Level
1	Budget Provision	35%
2	Materials Availability	40%
3	Graded Materials	32%
4	Multi-grade Materials	21%
5	Self-learning Support Materials	23%
	Total	30%

Table 2
Promotion of Learning Materials

	Sub-areas	Level
1	Paper Quality	50%
2	Printing Quality	52%
3	Quality Assurance Mechanism	24%
4	Materials' Promotion	14%
5	Parents' Motivation	17%
	Total	31%

Table 3
Teachers' Role in Materials Development and Use

	Sub-areas	Level
1	Manuscript Developing	14%
2	Selecting and Prescribing	05%
3	Review of Materials	08%
4	Monitoring of Use	18%
5	Teachers' Capacity Building	34%
	Total	17%

Table 4
Overall Execution

Area 1	Area II	Area III	Total
30%	31%	17%	26%
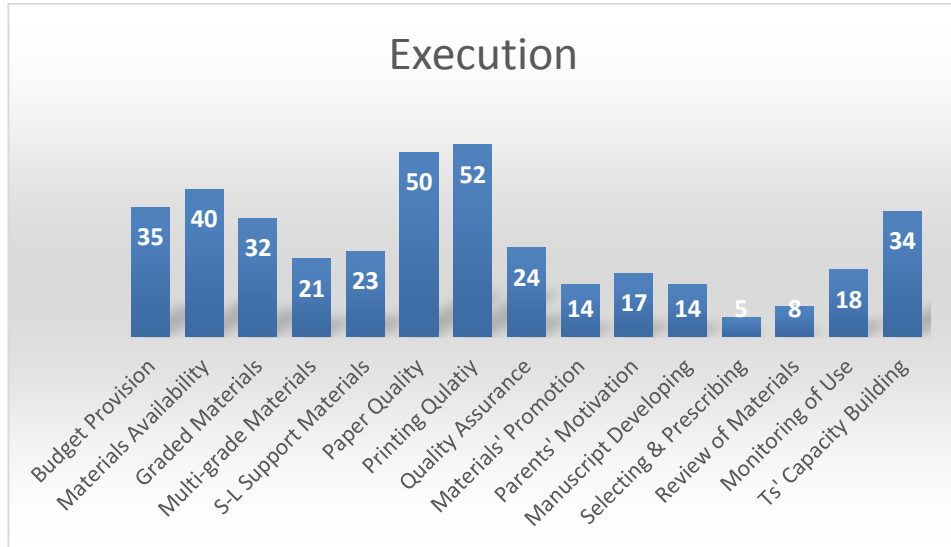
S-L: Self Learning, Ts: Teachers

Figure 1. Area-wise Execution Level of the Policy

The Table 1 indicates that learning materials availability, paper quality, and printing quality are comparatively better. Next, budget provision, gradation of materials and teacher's capacity building are medium. Multi-guardedness, self-learning support materials, quality assurance mechanism, materials promotion, parents' motivation, teacher's role in manuscripts development as well as their role in materials selection and prescription, review of materials and monitoring of the use are at the lowest ebb. If the overall execution of policy is seen, it is 26%.

Table 5
Critical Review of the Policy

No	Points for review	Teachers' Positions
1	Dichotomy regarding the reading supplementary materials choice	The majority of the teachers did not agree to the policy provision that the private sector schools be given free choice in selecting reading and supplementary materials opposite to the public sector schools who are bound to use materials prescribed by the Textbook Boards. The teachers were of the view that this dichotomy generates a specially privileged class in the society that has always hindered progress and seen things from the point of view of the western culture.
2	Acquisition of Learning Materials from Open Market	The teachers supported the idea of acquiring learning materials from the open market. They supported this idea on the ground that learners needs vary from one region to another or from rural area to urban areas. This decision should lie by the teachers because they better know the needs and academic level of their students. However, some teachers posited that this acquisition should be overseen by a committee of teachers.
3	Development of Reading and Learning Materials by teachers themselves	This idea was supported that teachers should in certain respects be made capable to develop/select reading and learning materials themselves. It is necessary because the materials provided by the textbook boards are of generalized nature and these do not work perfectly in every situation and at every academic level.
4	Availability of Textbook Boards' Resource Center for Teachers	The teachers supported this idea with this view that these centers will be sowing beds of materials development skills and enrichment.
5	Enhancement of the quality of the existing learning materials	The quality enhancement of the learning materials can come through teachers and materials development experts. Next the awareness of the needs of the learners on regional basis can illuminate the path of the learning materials developers.

The Table 2 presents the critical views of the informants. The views in the table have been presented comprehensively. That is why they need no further interpretation.

Findings and Discussion

In the area of textbook, the policy aims at facilitating, regulating and monitoring textbook development and selection process. All this will be done through selection and approval of textbooks; capacity building of publishers; provision of resources; and training for materials writers. As far as the publishing of special or supplementary materials are concerned, the policy provides for the review and certification of reading and learning materials; enhancement of funds for school libraries; provision of resource centres for publishers training and support for development and marketing of supplementary materials. These aspects of the policy are discussed as follows.

Development of Materials

The Materials Development Policy of Pakistan has not detailed who will write learning materials. One thing can be understood from the policy document that it is the publisher who will get the materials written. Moreover, the policy also does not provide arrangements for research which is always needed for the growth and meeting the requirement of emerging times. In short, the policy is nothing more than a procedure of the logistics of learning materials. In addition, the policy suffers from many other deficits. First, the textbooks and supporting learning materials developed through the procedures laid down by the Ministry of Education, Pakistan are not based on any set standards or criteria. National Education Policy (2009) highlights this deficit: "A key deficit is the absence of clearly articulated minimum standards for most educational interventions and their outcomes. Even where these are established, there is no measurement or structured follow up. As a result, the impact of the interventions remains subject to anecdotes or speculation and the true picture never emerges. Since standardization has not been the part of the governance culture, relevant indicators have not been developed (Section 1.6, No. 29)." For assuring quality and required level of learning, standards for language learning should necessarily be developed. For example, American Foreign Language Education Commission (ACTEL) spent three years to develop standards for Foreign Language Learning in the 21st Century for all students in K-12 grades (Hai-lin & Xiao-ling, 2010). Similarly, in Pakistan, "under the STEP project, professional standards for teachers have been developed (Bashiruddin & Qayyum, 2014). Still another example is of The National Department of Education of South Africa. It reports: "The DNE has developed explicit guidelines that ought to inform the development of learning materials and has intimated that the development thereof is not the prime responsibility of commercial publishers." Further, Tomlinson (2003) says "it is extremely useful to develop a set of formal criteria for use on particular evaluation and then to use that set as a basis for developing subsequent content-specific sets" (p.27). In simple words, Tomlinson is suggesting that in the beginning criteria with a broader scope need be developed and later these criteria can be amended for the evaluation of particular cases. On the close examination, another

deficit of the policy becomes noticeable i.e., that the policy has not specified fundamental characteristics of textbooks and learning materials. Further, the policy has not laid down the basic principles of the materials development. In other words, the policy has assigned critical areas of the development of the learning materials to the publishers. This move by the policy makers appears to be leading nowhere. Many experts view that assigning the task of materials development to the publishers is not a right move. For example, Baxen and Green (1998) say that the responsibility of the learning materials development should not be assigned to the commercial publishers because they are market oriented. Still another deficit is that no curriculum-informed guidelines for textbook content have been prepared by the respective government agency. This lack results in content-wise dramatic variations in approved textbooks written by different writers. Therefore, Chen (2013) suggests that additional guidelines should be made available that provide more specific learning goals. Further, the content for each grade should be determined to make the occurrence of sequential and systematic learning possible. Still further, the policy has paid no attention to certain aspects: quality of learning, national identity and culture, and maintenance of ideological and administrative control. Keeping these gaps in view, Khalid (2007) recommends that the task of developing textbooks and other learning materials should be performed corresponding to "Pakistan's cultural ethos and desired goal of national progress and development." Still another deficit of the policy is that it provides nothing about the promotion of materials quality and scope. There should be a mechanism of revision of textbooks and materials. According to Riazi and Mosalanejad (2010) after regular intervals retaining good points of materials, shortcoming should be removed or reduced.

Capacity Building of Materials Writers

The policy says that resources and training facilities will be provided for the materials writers. Again the policy does not provide any criteria which the materials writers can follow while writing their materials. Tomlinson (2008) asks the textbooks and materials writers to base their selection or writing on two types of criteria. (1) Universal criteria: what facilitates language acquisition according to the beliefs of the materials writers supported by the findings of language acquisition research; and (2) local criteria: needs and wants of the target learners confirmed by the results of triangulated needs and wants analysis.

Capacity Building of Publishers

According to the policy, textbook boards provide assistance in capacity building of publishing industry through three things: making resource centers available; providing training for the individuals working in the industry, and enabling publishers to know how to market the developed learning materials. Thus the main focus of the policy is to promote and strengthen the role of publishers regarding the quality

effectiveness of the textbooks and other related materials. The result of this approach is that teachers who are the major actors are excluded from the whole process of English learning materials development. The policy further says that textbook boards will open their resource centres to the publishers and extend support in enhancing the publishers' marketing capacity as well. This picture explicitly shows that keeping teachers out of the process of materials development and empowering the publishers will not be able to make textbooks and other learning materials effective and engaging.

Review and Selection of Materials

The policy entrusts selection of textbooks and related materials to the Textbook Boards. These boards select Textbooks and materials available with the publishers and seek no objection certificate from Federal Ministry, Curriculum Wing before the said materials are allowed to be utilized. The boards take care of the contents that these have been selected as per the aims of national curriculum. However, one aspect appears to be missing whether the materials are appropriate in terms of regional contexts, local educational levels and these are equitable as well. For example, the criteria for evaluation and review of the produced materials is provided by the respective curriculum which is simply a set of statements indicating aims, benchmarks, and anticipated outcomes. These criteria are not concrete enough to guide the publishers. For example, nothing is available to enlighten the path of the publishers that they are able to attend to local culture; know the principles of learning; priorities, styles of the students; and flexibility. Khalid (2007) in "the White Paper on the Education in Pakistan" is extremely critical of this position. He emphasizes that the state should take all the arrangements of preparing, printing and publishing of textbooks in her own hand so that all the steps of learning materials development and publishing could be taken in a scientific manner. He further says that the government should provide for review of the developed learning materials after every five years. Still another issue that is related to materials development policy is who should be given the responsibility of evaluation and what expertise should the evaluators carry and where specific curriculum-informed guidelines for textbook content should come from. Altinyelken (2010) says that in the present age, a lot is being written and acknowledged that policy makers should not simply frame or give policy aims but they should also plan for the implementation stage of the reforms. This is necessary because policy aims and their translating into reality are interdependent.

Execution of Policy Provisions

The level of execution the policy is extremely low. The teachers who are supposed to execute the policy have been kept at the receiving end. They are never involved in the processes of materials selection and development. Whereas it is the teachers who can fill the gaps of the materials which are developed and administered from the top.

Conclusion

The problem of this study was to examine provisions and execution level of the English learning materials policy of Pakistan. In the result of investigation, it was found that the policy in respect of its provisions is quite general and underdeveloped. The policy makers have kept themselves mostly to the level of logistics. The policy has said nothing about curricular guidelines, approach to development, use of materials in the classroom, context specification, the quality of materials that can engage learners, needs of gifted students, support of materials in students transition from one grade to the next one, how the selection of the materials will be made, how the classroom teachers should use materials, how the materials to be evaluated and the use of technology in the development and use of materials. Further, the level of execution of the policy has been found very low. Therefore it is concluded that the policy of English materials development need be revisited by the policy makers for its maturity and up-gradation.

Recommendations

1. The learning materials should have capacity to make the learners know a number of learning options and understand also what the consequences of their choices will be. As a result they will be able to try to know the role of input texts and tasks and will test various strategies and ask the teacher or peers to give feedback on their performance. Cotterall (2000) supports this view saying that it is necessary that development of materials should be led by the insight gleaned from the way the children acquire language.

2. Accelerated materials for the gifted and talented students should be made available. Casey and Koshy (2013) report that need for accelerated materials was felt in 1999 when "the British government launched an education programme for gifted and talented pupils as part of its Excellence in Cities initiative (EiC)" (p. 2).

3. Materials that are developed for various grades should also take care to save the learners from being caught up in difficulties on account of transitions from one grade to another. Flower (1990) explains this point saying when students make transit from school to college suffer from difficulties on account of conflicting signals. Kirst and Bracco (2004) talking over these conflicting signals say that if the policy signals regarding standards of materials are not clear and consistent the postsecondary education of students is seriously harmed.

4. The policy should specify the roles of administrators, teachers and materials writers; provide a continuous materials updating mechanism; ensure a sequence of cognitive skills from the lower to higher ones; make certain that development of materials is based on some principled approach (Tomlinson, 2008; Riazi & Mosalanejad, 2010).

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Comparative Case Study: A Methodological Solution for Researching Policy Implementation Studies in Developing Context

Ali Gohar Chang[*]

Abstract

Policy implementation in education is a global challenge in general and developing context in particular due to contextual complexities, which hamper standard step-by-step policy implementation process. Hence, the developing context demands a responsive and robust methodological approach for understanding the complexities related to policy implementation to suggest appropriate ways for successful implementation. The meta-analyses of policy studies reveal standard quantitative surveys and experiments that inform the extent of implementation and interview-based qualitative studies describe the process. The analyses emphasise multidimensional and multi-methodological comparative approaches, particularly for understanding real implementation challenges of large-scale public policies. In this context, the Comparative Case Study (CCS) of Bartlett and Vavrus (2017) is a suitable research design to capture the multidimensional complexity of policy implementation in a developing context. CCS offers horizontal (across space), vertical (to and across levels) and transversal (historical) analyses to trace and track connections and interactions among the policy stakeholders at various levels and sites. It offers actor-network analysis and critical discourse to understand the complexities related to power dynamics. It also captures the ethnographic understanding and phenomenological perspectives of the stakeholders. Overall, it suggests what works in the context of how and why. Therefore, CCS is suggested for researching large-scale policy processes, particularly policy implementation in developing contexts like Pakistan.

Keywords: Policy Implementation, Complexity, Developing Context, and Comparative Case Study

Introduction

Policy processes hold a key significance in improving complex education systems across the globe. The scholars and researchers view policy processes in two distinct ways: i) policymaking and implementation are distinct stages (Fowler, 2008; O'Toole, Jr, 2000; Sabatier, 1987, 1988), ii) policy is a heuristic and iterative process, so policy formulation and implementation cannot be separated ((Ali, 2006; Ball, 1993,

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1994; Ball, et al., 2012; Bell & Stevenson, 2006; Howlett, 2018; Hupe & Hill, 2015; Hupe, et al., 2014; Lopes, 2016). Both approaches suggest successful policy implementation depends on the planning stage. However, most of the policies due to unforeseen problems at the implementation stage do not achieve mentionable targets in true spirits (Khushik & Diemer, 2018; Makuvaza & Shizha, 2017). Looking at the western societies, post-colonial countries in Asia and Sub-Saharan Africa have been trying various reforms like National Education Policies (NEPs), revised curricula and local reforms to improve education indicators and overall well-being of the nation but observed complete or partial failure. This persistent implementation failure has been pushing developing countries in adopting and implementing bilateral and multilateral reforms like Education for All (EFA), Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) to increase basic literacy, reduce gender disparity, improve quality of education and so on (Ahsan, 2003; Farooqi & Forbes, 2019; Khushik & Diemer, 2018; Makuvaza & Shizha, 2017; NEMIS, 2018; UNDP, 2018). Though some progress is witnessed on various indicators, however even basic targets like Universal Primary Education (UPE) are not achieved yet (Husain, 2018; Hussain, 2020; Makuvaza & Shizha, 2017; NEMIS, 2018; UNDP, 2018). Not only local unforeseen disruptions affected the global reforms but also there had been longstanding political tensions and infighting among the global key stakeholders including UNESCO and the World Bank in EFA about the promotion of universal access to education and improving the quality of schooling in the developing world (Tikly, 2017).

The above discussed desperate scenario questions prevailing educational bureaucracy, lawmakers, academia particularly policy researchers and International Organisations (IOs) for not introducing contextually relevant feasible policy implementation models. In this regard, Viennet and Pont (2017) did a meta-analysis of 17 policy implementation models/frameworks and suggested the following a four-point framework for successful implementation.
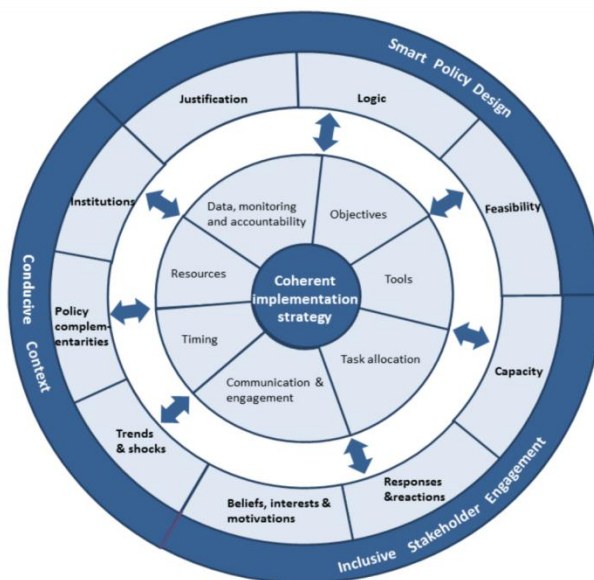
Figure 1

The four aspects are: i) smart policy design for logical and feasible solutions of the problem, ii) conducive context including acknowledging prevailing governance, iii) inclusiveness in recognising and engaging the stakeholders, and iv) coherent implementation strategy. Analysis suggests that most of the policies including National Education Policies, Global reforms and local initiatives fail at the implementation stage in developing context do have such aspects but contextual complexities stumble the standard models. Hence, the emerging need is to understand contextual implementation challenges in-depth through either ethnographic case studies or exploring experiences and perspectives of the implementers and other stakeholders. To do so, the purpose of this paper is to discusses the complexity of policy implementation in education, identify methodological gaps in researching policy implementation and suggest Comparative Case Study (CCS)–a well-suited methodological approach for researching policy implementation in education. The paper will help the scholars especially policy implementation researchers including graduate and postgraduate students to apply CCS for researching the policies in a particular context for contextually relevant recommendations.

Policy Implementation in Education (PIE)

Policy Implementation in Education (PIE) is a purposeful, multidirectional, contextualised, inclusive, evolving, heuristic, iterative, dynamic process of actualising policy text into reality (Ali, 2014; Ball, 1993, 1994, 2007; Ball, et al., 2012; Bell & Stevenson, 2006; Fullan, 2015; Howlett, 2018; Hupe & Hill, 2015; Hupe et al., 2014;

Lopes, 2016; Viennet & Pont, 2017). Based on the cited literature we conclude "education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well-targeted" (Viennet & Pont, 2017, p.6). The complexity becomes double due to the evolving, inclusive, dynamic, and highly subjective nature of education systems. Thus, PIE becomes more challenging and opposite to standard linear and reductionist approaches based on predictions or goals by controlling the variables affecting the policy implementation process to solve problems and bring about change (Auld, et al., 2019; Cerna, 2013; Husain, 2018; Mueller, 2019). And it seems hard to control the increased complexity of policy implementation but it can be reduced and harnessed through appropriate policy design and strategy (Mueller, 2019). The design must meet three prerequisites: i) analytical to match policy goals and means, ii) managerial to deploy resources for implementation, and iii) political to create an inclusive, coordinated and supportive working environment (Mukherjee & Bali, 2019).

It is not simple as suggested by (Mukherjee & Bali, 2019; Viennet & Pont, 2017) because challenges in global south are multidimensional and contextual. For example, donors' influence, poor human resource capacity of legislatures, policymakers and implementers, corruption particularly financial corruption at all levels, bureaucratic hurdles, poor prevailing governance processes, unnecessary political influence, lack of an operational plan, strategy, and scarcity of resources for implementation (Ali, 2006; Ali & Ashraf, 2018; Hudson, et al., 2019; Hupe & Hill, 2015; Mueller, 2019; Signe, 2017). An observation adds some other contextual reasons such as the negative role of teacher unions, incremental mode of governance, lack of transparency, fear of accountability, the gap between policymakers and implementers and lack of support from allied departments like finance. All in all, due to the above reasons failure is inevitable because neither most of the policies meet the basic three prerequisites of Mukherjee and Bali (2019) nor addressing the above-mentioned challenges.

Moreover, for large-scale policies, a diverse demographic reality is another challenge. The same policy and programme produce different results across sites (Bhutta, et al., 2018; Sukkur IBA University, 2013, 2014, 2015, 2016, 2018). It proves one size does not fit all. Therefore, the following methodological analyses were done to identify a suitable methodology for large-scale policy studies, mainly implementation across sites over time.

Methodological Analysis of Policy Studies

Four factors are essential while analysing policy (implementation): i) understanding the complex nature of policy, which is heuristic, iterative, evolving, inclusive, formal, informal, messy, embryonic, etc. (Ball, 2015; Ball et al., 2012), ii) the sample who are politically sensitive, educated and busy policymakers and implementers in sharing information (Gibton, 2016), iii) context, which is neither general nor local

but particular and multicultural due to involvement of various stakeholders in different demographics (Ball et al., 2012; Bartlett & Vavrus, 2017), and iv) the socio-cultural multi-sited and multi-scalar demographics of large-scale policy implementation. So, to understand the methodological criticality of policy implementation that how it works in the context, Desimone (2009)

> "Questions focusing on how and why a program or policy works nearly always necessitates in-depth data generated from qualitative approaches like case studies. Understanding the complexities and interactions and contextual influences of policy implementation and effects requires rich data that surveys and assessment cannot capture" (p. 164).

Desimone's understanding of educational institutions and policy implementation as complex social organisations and processes is correct and based on their highly subjective, iterative and evolving epistemological positioning. Stephen Ball - a founding figure in policy studies, builds his work on the policy-sociology approach, is also in favour of qualitative methods in researching policy (Ball et al., 2012). Thus, the complex and evolving nature of policy implementation in education demands necessary timely attention to understand its nature, determinants, possible solutions, contextually relevant strategies, and operational plans. In this connection, a meta-analysis of seven policy implementation studies (Bhutta et al., 2018; Dyer, 1999; Hongbiao, 2013; Keogh et al., 2020; Reyes, 2009; Suleiman, et al., 2017; Warwick, et al., 1992) mainly from developing context was done to identify methodological challenges/gaps.

Methods

The annotated bibliography of (Bhutta et al., 2018; Dyer, 1999; Hongbiao, 2013; Keogh et al., 2020; Reyes, 2009; Suleiman, et al., 2017; Warwick et al., 1992) is the preferred method for analysing the methodological gaps. The bibliography focuses context of the study, methodology and methods, key findings and methodological gaps. For a detailed annotated matrix, please see Annexure A. The findings are discussed below.

Findings and Discussion of the Methodological Analysis

The methodological analysis of policy implementation studies reveal that no methodology is perfect for researching the nature of policy implementation in education, which is complex, messy, embryonic, evolving, contested, etc. Each method has contextual limitations including cause-and-effect, survey and traditional interviewing-based qualitative methodologies for researching multidimensional complexity of large-scale policy implementation in developing context. For example, hardly any survey research can lead to understanding the nature of policy implementation that how it works and does not and why. However, traditional

qualitative methods only help in describing the process but misleading in exploring critical insights on the evolving nature of policy implementation. Secondly, borrowed methodological and implementation models or frameworks are little use in presence of diverse, dysfunctional bureaucratic educational governance and cultures. Also, the findings disclose the key stakeholders' perspectives and experiences are essential in understanding the complexity of the policy implementation process (Suleiman et al., 2017; Warwick et al., 1992). Thus, exploring multi-sited and multi-scalar roles, relationships and interactions may guide the necessary linkages for successful policy implementation (Dyer, 1999).

The analysis guides for pragmatic solutions to improve policy implementation in a developing context like Pakistan. In this context, research methodology must be robust with respect to understanding the nature and complexity of large-scale multisite and multi-scalar policy implementation to generate contextually feasible findings for development. Also, for holistic understanding, phenomenological perspectives of the implementers, comprehensive cross-site analysis, ethnographic understanding of the context, network analysis of policy actors, and critical discourse analysis of the process and policy text are important to take methodological decisions for generating reliable knowledge. The Comparative Case Study (CCS) of Bartlett and Vavrus (2017) (discussed later) meets the above-discussed criteria of the multidimensional approach and provides opportunities for the researchers to explore and understand the complexity of policy implementation. In this connection, the following two meta-analyses support CCS.

Phulkerd et al. (2015) conducted a systematic literature review of 52 policy implementation studies and found that most of the quantitative methods and tools found the extent of implementation but miss out on an in-depth understanding of the complex process. However, traditional qualitative methods and tools based on interviewing portrayed a description of the process that how policy is implemented. They admit both narrative descriptions of the process and extent are important but the purpose of understanding the complexity of implementation is not addressed well. Therefore, they recommended the need for harmonization of high-quality qualitative and quantitative methods and tools to ensure cross-site comparative assessment of large-scale public policy implementation across the settings (localities, regions, and countries) over time.

Secondly, Gibton (2016) did a meta-analysis of 22 qualitative policy studies. He concluded that a simple cause-and-effect approach may not serve the purpose of researching policy, which is a transdisciplinary field having multiple theoretical foundations. In-depth contextual understanding, thick description, and rigorous data gathering and analysis process "makes qualitative research a legitimate and indispensable tool for policy studies and policy analysis" (Gibton, 2016, p. 38). He concluded that the multiple pragmatic nature of inductive approaches is suitable for

researching transdisciplinary policy to understand the holistic, multidimensional, inclusive, and evolving process of policy processes, particularly implementation. Gibton's conclusion is based on three streams of inductive approaches: (i) Methodological stream includes various methodologies, like grounded theory, interpretive, narrative inquiry, case studies, action inquiry, phenomenology, etc.), (ii) Disciplinary stream adds different disciplines like sociology, education, political science, etc. and (iii) conceptual stream is about various theoretical foundations, like critical, social justice, feminist, constructivist, etc.

Keeping in view the analyses, it is concluded that a robust multidimensional and multi-methodological research design needs to be applied to capture the complexity of policy implementation in challenging developing contexts like Pakistan. In this regard, the Comparative Case Study (CCS) of Bartlett and Vavrus (Bartlet & Vavrus, 2015, 2017, 2020;) is a suitable methodological approach apprehending the complexity and evolving nature of large-scale multi-sited and multi-scalar policy studies.

Comparative Case Study (CCS): A Methodological Solution for Policy Studies

Comparative Case Study (CCS) initially called Vertical Case Study is a well-suited, multi-sited and multi-scalar research methodology to understand policy processes, particularly a sociocultural lens of policy-as-practice or policy implementation (appropriation) through its three-axis: (i) vertical is to and across the micro (individual/school/district/province), meso (state/province/country) and macro (state/province/country) scales (ii) horizontal is across space and time that how the policy is made and implemented at various equivalent and similar sites concurrently and (iii) transversal that how the policy is historically suited, wherefrom it has emerged, what are its local and international roots and how it is culturally appropriate (Bartlett & Vavrus, 2017, 2014).
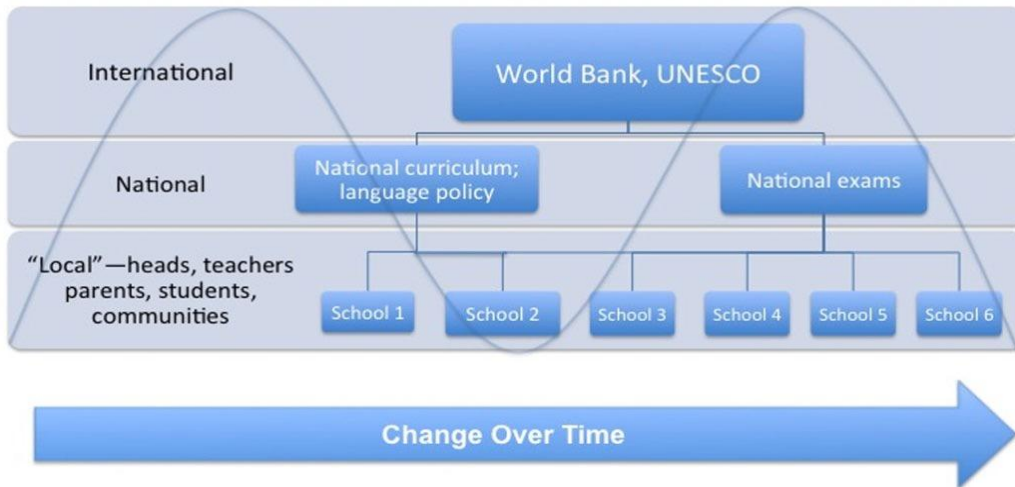
Figure 1. Multi-sited Comparative Case Study

Furthermore, CCS is heuristic in nature and it critically examines the power and authority of social actors at various levels through vertical analysis. It encourages tracking or tracing historical sociocultural interactions across and through sites and scales.

> "CCS calls on researchers to think about how they might achieve a cultural understanding of the production and appropriation of policy by doing shorter-term periods of research in multiple sites across different scales to create a case study attentive to horizontal, vertical and temporal comparison" (Bartlett & Vavrus, 2017, p.40).

Moreover, CCS assumes policies and practices are not developed in isolation. Social actors get influenced by different motives at different levels and work in 'tandem'. This cyclic back and forth process involves multiple stakeholders in constructing, deconstructing and reconstructing the knowledge through discourse on policies and practices. The discourse involves power dynamics and links CCS to Critical Theory (CT), Critical Discourse Analysis (CDA) and Actor-Network Theory (ANT) and Phenomenology. Therefore, CCS is not only q multi-methodological approach but grounded in multiple theories and philosophies. Through CDA it understands and critiques social inequality and power for change, which is the ultimate objective of the policy implementation in education (Fullan, 2015). Also, with the help of Actor Network Analysis (ANA), CCS traces various linkages between human and non-human actors, networks, and assemblages across the scales over time. All these meaningful attributes of CCS are embedded in its three outset elements that 'what works' and 'how' in terms of policy design, implementation, and evaluation.

1.   Horizontal Comparison

Horizontal is the across comparison of the policy at various distinct locations of the same scale, such as schools, clinics, districts, provinces and even countries. Three key assumptions of horizontal comparison are: (i) historic and contemporary processes and events influence the case (policy), (ii) homologous comparison may or may not involve 'nested' or 'embedded' comparisons and (iii) heterologous comparison like multi-sited ethnography traces phenomenon across sites (more or less same but not equivalent). The following two subsequent paragraphs discuss homologous and heterozygous comparisons.

Homologous horizontal compares micro-level units of equivalent positions and structures to track and trace the influence of political, social, and economic factors on the case or site. For example, district to district and school to school. Level-wise fieldwork is suggested to modify tools and strategies for required information from the sample. However, due to limited time, doctoral students or lone researchers can do horizontal and vertical fieldwork simultaneously, and rely on secondary sources for transversal comparison to understand the historical roots of the phenomenon at various sites. This is a useful method for policy studies at various equivalent sites to investigate the extent, process and critical insights.

A heterologous horizontal comparison like multi-sited ethnography compares categorically distinct units or sites at a relative scale to unfold the phenomenon. The selection of units depends on the nature of the case or phenomenon. For instance, schools, teacher training institutes, and non-formal education centres at the district level. Bajaj's (2012) study on the implementation of Human Rights Education (HRE) in 18 states of India helps in conceptualising this method. The researcher selected 6 states based on maximum variation: three years of implementation of HRE, selection of urban and rural sites and participants (religion, caste, age, length of time, education). Altogether 118 HRE teachers, 625 students, 80 staff, and policymakers were selected. Various methods like surveys, focus group discussions, interviews, and observations were used for 13 months. The researcher gathered micro-level (school) data with attention to meso (state/province) and macro-level (international/global). Secondary literature and HRE work of other institutions were also reviewed in tracing historical roots to examine the rise of HRE over time (transversal). Overall, the researcher integrated heterologous and homologous horizontal, vertical, and transversal comparisons in a single project to explore the comprehensive picture of the case (implementation of HRE).

As discussed above, the horizontal comparison suggests various methods, mainly interviews and observations. The interview should start with an open-ended question, then ask the interviewees to respond as per comfort zone and end the interview with confirmatory questions. Secondly, for observation, an investigator

should keep in mind the purpose (What are you looking for, where, when, how, and why? Will you use any tools? Why or why not? How will you record your data during observations?). A researcher should reflect on the observation that (What were the most important things you learned? What went well? What did not, and how could you change it in the future? What did you miss? What should be your next step, methodologically, given what you learned?). Each research question may require a different observation tool and interview questions. Therefore, the researcher has to be well-planned and systematic in interviewing, observing, taking notes, recording, expanding notes, writing memos, and analytical reports. Overall, horizontal comparison understands how the same policy produces similar and different outcomes at demographically different sites over time.

Horizontal comparison prefers different sampling strategies mainly snowball and convenience sampling. Bartlett and Vavrus prefer Miles and Huberman (1994) for data analysis.

2. *Vertical Comparison*

Vertical comparison unfolds the concept of policy mobility and networks of Ball (2016) that policy travels through assemblages of actors in bits and pieces rather than coherent networks and packages. He advocates network analysis and network ethnography. However, CCS delineates vertical and horizontal axis that how people, objects, and discourse at various scales are connected through policy. This way, it is linked to Actor Network Theory (ANT) that how human and non-human actors are connected historically. Besides, tracing interactions and connections between various levels like district and province and or between the province and National / Global (World Bank) is a multi-scalar comparison, which links CCS with Critical Discourse Analysis (CDA) and Actor Network Analysis (ANA). ANA and CDA are additional features of vertical comparison to explore and understand the multidimensional complexities of policy processes including policy implementation at various levels. That how various levels are connected? How new connections develop and end? What interactions are taking place between and among the scales? What particular networks and discourse emerge and evolve at what level and how?

Central assumptions of vertical comparison are: comparison begins with a priori (two districts). How the stakeholders at different scales respond similarly and differently to the policy in the same culture? The policy would benefit by tracing the relationships of actors and actants and form non-permanent assemblages for policymaking and implementation. National governments do adopt/receive international/global policies via institutions due to economic and political powers.

Vertical comparison is useful in investigating scalar roles, responsibilities, relationships, power dynamics and contributing factors on policy processes. Matrices and networks are prominent ways to present vertical analysis.

3.   Transversal Comparison

Transversal comparison is to trace out historical connections horizontally and vertically over time. It assumes that contemporary policy must have historical roots, things must have changed over time, and time and space are closely connected. The study of change and consistency over time opens up alternative explanations for phenomena that may seem self-evident if examined only from a contemporary perspective.

Bartlett and Vavrus (2015, 2017) recommend various methods for transversal comparison. Such as Focus Group Discussions, Actor Network Analysis, Archival research Memoing on archival research, Life histories, oral histories, observations and surveying. Ideally, ethnographic understanding and document analysis are essential for transversal comparison. However, due to limited time a researcher, particularly a doctoral student can rely on secondary sources to trace historical and global ideologies in local practices (Bartlett & Vavrus, 2015). This will help "how actors, including non-human actors, operating at different levels or scales, become enrolled in and accountable to networks that span space and time" (Bartlett & Vavrus, 2017. p.144).

Conclusion

Policy implementation is a global challenge. A heterogeneous developing context faces complex multidimensional problems related to policy design, capacity, context and culture. Standard methodologies hardly help in creating new knowledge related to policy implementation aspects in developing contexts. As a result, the developing context relies on policy borrowing, which could not solve even basic problems like literacy and quality education. Therefore, a responsive methodological approach is required (Halai, 2011). Methodological analyses guide for a multi-methodological approach to understand multi-dimensional and evolving complexity of policy processes, especially implementation. The meta-methodological analysis informs Comparative Case Study (CCS) is a multidimensional approach of researching policy processes with the help of three comparisons (horizontal, vertical, transversal), Actor Network Analysis (ANA), Critical Discourse Analysis (CDA), phenomenological perspectives, ethnographic understanding and survey. This multi-methodological approach not only informs the extent and process of implementation but also unpacks what works and does not how and why. Therefore, CCS applies at various levels from school to international for researching collaborative long-term and short-term projects and policies. CCS is flexible for research institutions, independent researchers and consortiums to plan and execute lone and collaborative research projects. Its application may be useful in addressing policy implementation challenges at various levels. Therefore, it is strongly suggested to use CCS in researching the implementation and effectiveness of policies at various levels across space and time. The CCS will help in

understanding the extent of implementation and effectiveness in similar contexts to design.

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Annexure A

Methodological Analysis of Policy Implementation Studies in Education

Context of the study	Author(s) / Researcher(s)	Methodology, Methods and key findings	Methodological Challenge(s) / Gap(s)
Africa and Latin America (Ghana, Kenya, Peru and Guatemala)	(Keogh et al., 2020)	The mixed-method study used in-depth interviews from 25-30 stakeholders belonging to each country and a survey from 2500-3000 students to measure the implementation of sexuality education in the classroom.	The study has suggested cross-country analysis to learn meaningful lessons from each country for effective implementation of sexuality education at the classroom level.
China	(Hongbiao, 2013)	Review research about the implementation of National Curriculum Reform (NCR) in China is done from the perspectives of International Comparisons (IC), Official Investigations (OI), and Independent Empirical Studies (IES). The study reveals that survey research reported positive and contradictory findings and missed an in-depth understanding of the process, in which official investigations showed positive results about the process. In-depth case studies and ethnographic observational studies found that NRC has	This large-scale review research reveals strengths and grey areas of different methodologies. This confirms that for a large-scale and multisite policy implementation study, there is a need for a pragmatic methodological approach in balancing various factors such as context (urban and rural, local, and international) and sample. There is no need for rash judgments based on a unitary study like a survey. A comprehensive and balanced research approach is required to investigate implementation from various perspectives at various sites and scales

Context of the study	Author(s) / Researcher(s)	Methodology, Methods and key findings	Methodological Challenge(s) / Gap(s)
		failed particularly in achieving the invisible goal (cultural change) and some visible indicators in a rural context. Besides, mixed-method studies generated different (positives and negatives) findings of different indicators. A rigorous quasi-experimental study of 18 months found positive aspects of NCR in some areas. However, various challenges were observed in rural contexts.	including the perspectives of the particularly implementers in different demographics of the country.
India	(Dyer, 1999)	Qualitative: Backward Mapping: a bottom-up approach was implemented to compare rural versus urban districts concerning resources, enrolment, teacher qualification, and access to higher-level education. The role of the district, province, and centre were explored in policy implementation. Data were gathered through interviews, document analysis, direct participant observation, and field notes.	Simple comparison hardly informs the complex relationship between various levels and stakeholders. There is a need to explore the role and influence of district, state, and central through vertical comparison to understand implementation gaps. This comparative research reveals the need for ethnographic and network multi-scalar analysis of policy implementation.

Context of the study	Author(s) / Researcher(s)	Methodology, Methods and key findings	Methodological Challenge(s) / Gap(s)
Pakistan	(Warwick et al., 1992)	They conducted a large-scale Mixed Method study about the implementation of educational innovations across four provinces of Pakistan. Data were gathered through interviews with 100 officials, and survey from 500 schools (heads) and 1000 teachers. The study found: "Traditional educational planning puts heavy emphasis on the content, design, costs, benefits, and scheduling of an innovation but pays little attention to culture, field implementers, clients, and politics" (p.307). The study suggested learning about implementation from the implementers through piloting then going for large-scale implementation.	As suggested, implementers' perspectives and experiences from various contexts are important in planning and implementing an appropriate implementation strategy. Multidimensional cross-provincial analysis can help in understanding various lessons in-relation-to the innovations for successful implementation.
Pakistan	(Bhutta, Ali, & Anwar, 2018)	A mixed-method study used a cross-sectional survey, qualitative interviews, and quasi-experimental to investigate perceptions of 1140 mentees about their mentors' support for improving classroom	Comparative analysis of various regions of Sindh and Balochistan is required because of their different demographic and cultural realities. Multi-sited and multi-scalar ethnographic understanding may help

Context of the study	Author(s) / Researcher(s)	Methodology, Methods and key findings	Methodological Challenge(s) / Gap(s)
		practices in the randomly selected districts of Sindh and Balochistan provinces of Pakistan.	in understanding what works, when, where, and how. What problems emerge when and how to address the problems.
Philippine	(Reyes, 2009)	A qualitative study was conducted to examine the implementation of the national Textbook Delivery Program (TDP) in the Philippine. Data were gathered through interviews, observations, and document analysis, and field notes. The study found gap between policymakers and implementers leading towards misjudging the implementation.	Further analysis is required to understand the implementation framework in presence of prevailing dysfunctional bureaucracy to implement policies. Besides, there is a need to explore the role of educational bureaucrats, which causes ineffective implementation. Also, to identify reasons for communication gap and corruption.
Zanzibar	(Suleiman, Yat, & Iddrisu, 2017)	Review-based research suggested a collaboration of actors and networks and community awareness for the implementation of policies.	The stakeholders at the implementation level can inform who should be involved in implementation at what level and whose collaboration is required for what specific purpose.

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