

# JOURNAL OF EDUCATIONAL RESEARCH

Vol. 14 No. 1

2011



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The Islamia University of Bahawalpur  
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## **Development and Validation of Intelligence Test for Grade Seven Students (Age Group 12-13 years)**

Muhammad Aamir Hashmi\*

Shamim Haider Tirmizi\*\*

Ahmad Farooq Shah\*\*\*

Tariq Mahmood Khan\*\*\*\*

### **Abstract**

*The purpose of developing intelligence test is to enhance teachers' capacity to deal with the growing needs of slow learner and gifted children. What distinguishes intelligence test from the teacher made test is its highly valid and reliable. The items were constructed on the base of Thurstone Model. Students' score on intelligence will provide teacher about the learning preferences of the student, which can be utilized for better lesson planning. The sample included 9645 students from 335 schools including boys and girls from four divisions of Punjab, Pakistan. Finally, 60 items were selected through item analysis, reliability and validity standards. Each of the tests contains 12 items. Strong correlation between each test and total test confirmed the overall coherence of the test. The reliability of the test was established by using the Kuder and Richardson's formula KR#20 and KR#21.*

**Keywords:** Intelligence Test, Validation, Capacity, Gifted Children, Learning Preferences

### **Introduction**

A test is a standardized procedure for sampling behavior and describing it with categories or scores (Gregory, 2006, p: 55). Test results can serve a number of useful purposes in the school. They can aid in instructional planning, individualizing instruction, identifying the needs of exceptional children, monitoring educational progress over extended periods, reporting to parents, making educational and vocational decisions and appraising and reporting on the effectiveness of the school program (Linn and Gronlund 1995, p:436). The main types of psychological tests are intelligence tests, aptitude tests, achievement test, creativity tests, personality tests, interest inventories, behavioral procedures and neuropsychological tests. Aptitude test measure the capability for a relatively specific task or type of skill. Achievement tests measure a person's degree of learning, success or accomplishment in a subject or task. Creativity tests assess novel, original thinking and the capacity to find unusual or unexpected solution, especially for vaguely defined problems. Personality tests measure the traits,

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\* Department of Research & Evaluation Institute of Education & Research University of the Punjab, Lahore PAKISTAN, E-mail: [mhashmi60@yahoo.com](mailto:mhashmi60@yahoo.com)

\*\* Department of Education BZ University, Multan

\*\*\* Department of Education BZ University, Multan, [farooqmashhadi@bzu.edu.pk](mailto:farooqmashhadi@bzu.edu.pk)

\*\*\*\* Department of Research & Evaluation Institute of Education & Research University of the Punjab, Lahore PAKISTAN

qualities or behaviors that determine a person's individuality; such tests include check lists, inventories and projective techniques. Interest inventories measure an individual's preference for certain activities or topics and thereby help determine occupational choice. Behavioral procedures objectively describe and count the Neuro-psychological test measure cognitive, sensory-perceptual and motor performance to determine the extent, locus and behavioral consequences of brain damage. Intelligence test measure an individual's ability in relatively global areas such as verbal comprehension, perceptual organization, or reasoning and thereby help determine potential for scholastic work or certain occupation (Gregory,2006,P:58).E.L.Thorndike divided intelligent activity into three types: social intelligence, or ability to understand and deal with person; concrete intelligence or ability to understand and deal with things and abstract intelligence, or ability to understand and deal with verbal and mathematical symbols (Freeman, 1963, p: 157). Historically Spearman (1904) argues that there was only one general factor which underly performance across tests. He called his factor g. In contrast, Thurstone (1938) argued that there were a number of separate factors, including verbal, spatial and mathematical. Guilford (1982) proposed no less than 120 distinct intellectual abilities. Cattle (1963) proposed a distinction between fluid and crystallized intelligence. Horn (1968), elaborating on Cattle's theory, argued that there is a spatial intelligence which can be separated from fluid intelligence. It is hard to come away from this debate with any very firm conclusions but it seems clear that in fact there is some differentiation in human intelligence as it appears on intelligence tests. Thurston theory offers the best analyses, producing what we will call a verbal factor a spatial factor and a reasoning factor.(Anderson,1990,P:438).Educators and psychologists have used intelligence test extensively and with sufficient success for us to feel justified in noting their application with children. The abilities verbal, numerical, mechanical and spatial have in turn formed the nucleus of numerous standardized test used with both primary and secondary school children as prognostic and diagnostic tools (Child 2004, P: 248).Standardized tests are often used to serve larger bureaucratic needs of education leaders. They used to sort and identify special students needs. (Parsons, Hinson and Brown 2001, P: 481).Standardization implies uniformity of procedure in administering and scoring the test. It serves to establish the norms.(Anastasi 1982,P:25).Standardized test must meet certain specification. Reliability tells us whether or not the test scores are self consistent. Validity tells us how well the test measures what they are supposed to measure (Hillgard 1962, P: 419).As mentioned above the uses and importance of intelligent test. Therefore, the present study was at developing a valid and reliable intelligence test for grade 7 students (age group 12-13years).The primary information will guide a teacher to assess the intelligence of their pupil, to identify the group of exceptional children for classification and contribute to group dynamics.

### **Procedure**

The test was conducted under the supervision of class teacher. Teacher read all the instruction one by one and the students were given fix time to encircle the number

corresponding to their thinking on a multiple choice answering. While transforming the theoretical principles into item statement, it was intentionally taken into account to keep the language easily comprehensible for the students of elementary school. The language and diagrams was number of the times in light of written comments and direct consultation with elementary school teachers from various schools. For ensuring the relevance and clarity items were discussed personally and amended in consultation with expert in the area of testing.

### **Methodology**

The theoretical base of the items is from the Thurstone Model of Intelligence. Therefore, it seems in context to have a brief look into the Thurstone Model of Intelligence which provided the framework of intelligence test.

Thurstone found out eight mental abilities, which made intelligence. This intelligence is different from that of Spearman. He resolves the performance wholly into primary abilities, the equivalent of group factor, and then takes the general factor as whatever the primary abilities have in common. He gives the following abilities: Perceptual ability(P), Numerical ability(N), Verbal(V), Memory(M), Reasoning ability(R), Spatial ability (S), and fluency in dealing with words (W) (Dahama and Bhatnagar, 1991).

Perceptual ability(P), the ability to quickly grasp details, similarities and differences in visual material; Numerical ability(N), the speed and accuracy of arithmetic computation; Verbal Comprehension(V), measured by, for example vocabulary tests, reading comprehension and verbal analogies; Memory(M), including tests for memory of paired associates; Reasoning(R), for example number series arithmetic reasoning and inductive and deductive reasoning; Spatial ability(S), special relation and visualization; Word fluency(W), measured by anagrams and/or rhyming test (Walsh and Betz, 1995; p154).

The items appearing the present intelligence test are combination of Perceptual ability(P), Numerical ability(N), Spatial ability(S) and Word Fluency(W). It should be noted that each factor has 12 items except perceptual ability has 24(12 items for similarities and 12 items for differences).

### **Participants**

To make the test more generalize, a wide range of students from different school was included in the sample. Sample was based on the stratified random sampling procedure. The researcher collected the data about schools and enrollment of the students from District Education officers. The researcher arranged data of the schools and students. The data was a lot. It was decided to select 10% schools and 5% students from the elementary, secondary and higher secondary schools of Multan, Bahawalpur, D.G.Khan and Sargodha division. Division wise detail of schools and students is given in table 1 and 2.



Pakistan has four provinces named Punjab, Sindh, Sarhad and Baluchistan. Punjab is more populated than other three and it has 8 divisions. Punjab has two parts named Northern Punjab and Southern Punjab. Each has four divisions. The data was collected from Southern Punjab.

*Table-1: Division and Gender wise Number of Schools*

Division	Male		Female		Grand Total
	Urban	Rural	Urban	Rural	
Multan	10	68	7	37	122
D.G.Khan	4	30	5	10	49
Bahawalpur	5	42	4	39	90
Sargodha	6	47	5	16	74
Total	25	187	21	102	335

*Table-2: Division and Gender wise Number of Students*

Division	Male		Female		Grand Total
	Urban	Rural	Urban	Rural	
Multan	922	1925	630	658	4135
D.G.Khan	365	706	323	199	1539
Bahawalpur	351	999	343	365	2058
Sargodha	353	800	273	433	1859
Total	1991	4430	1569	1655	9645

## **Procedure**

The test was conducted under the supervision of class teachers. Teacher read all the instruction one by one to and the students were given a fix time to encircle the option (A,B,C,D,E) corresponding to their thinking on a multiple choice answer. While transforming the theoretical principles into item statement / diagrams, it was intentionally taken into account to keep the language easily comprehensible for grade six students. The language was revised number of times in light of written comments of concerned teachers.

## **Results**

Various methods are used to ensure reliability and validity of the test.

## **Normative Data on Students' Performance**

There was a sample of 9645 students of grade six (age group 12-13 years). Each test has 12 items and each item has five options (A, B, C, D, and E). To give this test a touch of generalization, an Australian test for age group 12-13 years was also administered. Frequency distribution of test scores is shown in figures 1 to 6.

***Table-3: Frequency Table of all Tests***

Scores	Test # 1	Test # 2	Test # 3	Test # 4	Test # 5	Test # 6
0	0	0	0	0	0	0
1	172	381	122	464	58	158
2	239	61	205	824	105	154
3	451	294	461	629	563	566
4	699	771	228	364	3492	584
5	513	939	569	268	2256	367
6	854	916	2164	1736	1068	3394
7	954	1267	3598	908	1120	700
8	2868	1892	702	3290	425	1261
9	2126	2439	755	598	395	1256
10	546	531	712	469	99	933
11	223	154	129	95	64	272
12	0	0	0	0	0	0

Table 3 indicates the frequency of all tests. The above table does not show any positive or negative skew ness in all test scores.

***Table-4: Correlation Coefficient Components***

Test #	1	2	3	4	5	6
1	1.00	0.53	-0.13	-0.32	0.24	0.37
2		1.00	0.27	0.13	0.17	-0.13
3			1.00	0.52	0.42	-0.35
4				1.00	0.29	-0.53
5					1.00	-0.11
6						1.00

Table 4 shows that test number 2, 3, 4 and 5 are positively correlated with each other while test 1 and 6 are negatively correlated with other tests. Its range is -0.53 to 0.53.

***Table-5: Reliability of the Test (Split-Half Method)***

Test	Value of 'r'
1 Spatial Ability – S	0.59
2 Perceptual Ability – P – Differences	0.26
3 Perceptual Ability – P – Similarities	0.61
4 Numerical Ability – N	0.84
5 Word Fluency – W	0.47
6 Australian Test	0.88

Table 5 shows that while the maximum value of correlation i.e.0.88 between odd and even scores of the test number six, the minimum value of correlation (0.26) is seen in test number two.

*Table-6: KR #20 and KR#21 Reliability*

Test#	N	6	$\sum pq$	6	r for KR#20	r for KR#21
1	12	2.23	2.88	4.97	0.46	0.46
2	12	2.29	2.92	5.24	0.48	0.48
3	12	1.90	2.98	3.61	0.19	0.19
4	12	2.50	2.96	6.25	0.57	0.57
5	12	1.68	2.97	2.82	-0.06	-0.06
6	12	2.21	2.95	4.88	0.43	0.43

Formula KR#20: 
$$r = \frac{(n)(SD^2 - \sum pq)}{(n-1)(SD^2)}$$

Where n=number of items in set , p=proportion of the sample that got item correct  
q=wrong SD=Standard deviation of test score

Formula KR#21: 
$$r = 1 - \frac{x(n-x)}{n-SD^2}$$

Table 6 shows that KR#20 and KR#21 reliability score. All test show positive value except test number 5.

*Table-7: Item Analysis (Facility Index)*

Item #	Test # 1	Test # 2	Test # 3	Test # 4	Test # 5	Test # 6
1	70	62	57	53	45	60
2	66	62	56	52	44	59
3	57	59	56	53	42	60
4	57	55	54	61	43	55
5	53	53	58	60	45	53
6	60	61	57	62	44	52
7	60	61	57	52	45	54
8	54	61	59	58	43	52
9	62	59	53	47	44	55
10	62	59	54	45	42	54
11	55	56	54	47	43	61
12	60	53	56	43	42	60

N=9645

$$F\% = \frac{\text{Number of the students who attempted the questions correct}}{\text{Number of students who attempted the questions}} * 100$$

Table 7 indicates the value of F with respect to the students of grade seven; it falls

between 42% to 70 which represents that item number 1 of test#1 should be improved.

*Table-8: Item Analysis (Discrimination Index)*

Item #	Test # 1	Test # 2	Test # 3	Test # 4	Test # 5	Test # 6
1	0.55	0.49	0.47	0.46	0.46	0.51
2	0.55	0.51	0.46	0.40	0.40	0.48
3	0.43	0.50	0.56	0.50	0.50	0.55
4	0.39	0.46	0.48	0.44	0.44	0.64
5	0.43	0.44	0.46	0.57	0.57	0.44
6	0.45	0.51	0.52	0.46	0.46	0.45
7	0.54	0.45	0.50	0.48	0.48	0.50
8	0.38	0.51	0.53	0.47	0.47	0.45
9	0.53	0.45	0.42	0.45	0.45	0.59
10	0.52	0.48	0.56	0.40	0.40	0.48
11	0.51	0.48	0.48	0.48	0.48	0.70
12	0.47	0.49	0.63	0.43	0.43	0.59

N=9645

$$D = \frac{N_h - N_l}{n}$$

Where  $N_h$  = Number of correct responses in the top 27%

$N_l$  = Number of correct responses in bottom 27%

Table 8 indicates the value of Discrimination index (D).The value of ‘D’ falls between 0.38 to 0.70 which represents that item#11 of test # 6 is on marginal case and it should be improved.

*Table-9: Item Analysis (Power of Discrimination)*

Item #	Test # 1	Test # 2	Test # 3	Test # 4	Test # 5	Test # 6
1	0.55	0.49	0.47	0.46	0.46	0.51
2	0.55	0.51	0.46	0.40	0.40	0.48
3	0.43	0.50	0.56	0.50	0.50	0.55
4	0.39	0.46	0.48	0.44	0.44	0.64
5	0.43	0.44	0.46	0.57	0.57	0.44
6	0.45	0.51	0.52	0.46	0.46	0.45
7	0.54	0.45	0.50	0.48	0.48	0.50
8	0.38	0.51	0.53	0.47	0.47	0.45
9	0.53	0.45	0.42	0.45	0.45	0.59
10	0.52	0.48	0.56	0.40	0.40	0.48
11	0.51	0.48	0.48	0.48	0.48	0.70
12	0.47	0.49	0.63	0.43	0.43	0.59

N=9645

$$\phi = \frac{ad - bc}{\sqrt{(a+b)(a+c)(b+d)(c+d)}}$$

Where a=number of correct responses in top 27%

b=number of incorrect responses in top 27%

c= number of correct responses in bottom 27%

d= number of correct responses in bottom 27%

Table 9 indicates the value of  $\phi$  (Power of Discrimination). The value of  $\phi$  falls between 0.39 to 0.71 which represent that item #11 of test #6 is on marginal case and it should be improved. An intelligence test was developed to find out the intelligent quotient of grade seven students having age group 12-13 years. There were six subtests named as Spatial Ability (S), Perceptual ability (P)-differences, Perceptual ability (P) – similarities, Numerical Ability (N), Word Fluency (W) and Australian matrices test. Correlation, reliability (Split-Half Method and KR#20,21 formulas) and item analysis (Facility Index, Discrimination Index and Power of Discrimination) for the data on all six tests confirm the acceptability of the test.

Overall frequency of all tests does not show any positive or negative skewness in all test scores individually. The graphs are much closed to normal curve which shows the quality of the test and proper representation of sample.

There is negative correlation among the test of Spatial Ability (S), Perceptual Ability (P) – Similarities and Numerical Ability (N). If someone is performing well in numerical ability (N), he is not properly performing well in spatial ability (S) and Perceptual ability. It indicates the thinking style of students. The students think logically in Mathematics are not performing good in diagrams and Spatial Ability. Australian test did not perform well, although its cultural free test based on matrices but students were not familiar with above mentioned test. The correlation of Australian test with developed test is negative.

For the investigation of the suitability of multiple choice items in the test, the researcher scrutinized the behavior of each distracter. None of the distracter ought to be re-examined as they were attracting both groups (High achiever and low achiever) equally. None of the items ought to be replaced as they are more attractive to the members of higher score group than to low achiever.

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## **Attitudes and Perceived Computer Competency among Senior Secondary School Teachers**

Medha Upreti\*  
Surya K J\*\*

### **Abstract**

*This study is aimed to examine attitudes and perceived competency of in service senior secondary school teachers towards computers use. The results revealed that most teachers possess positive attitudes. However, the findings established that most teachers have moderate levels of competency.*

**Keywords:** Attitude, Computer Competency, Secondary School Teacher, Computer-aided Learning, Technology

### **Introduction**

The computer technology has a deep impact on education. Computer-aided learning and teaching can transform the educational process. The success of any initiatives to implement technology in an educational program depends strongly upon the competency, support and attitudes of teachers involved. Gressard & Loyd (1985) also established that perceptions of the potential usefulness of computers can also influence an individual's attitudes toward computers. Hence, for successful use of computers in educations, teachers should possess not only computer knowledge and skills, but they must also have the right attitudes towards proposed technology (Wong, 2003, Teo 2008). Attitude, in turn, constitutes various dimensions. Some examples of these are perceived usefulness, computer confidence, training gender knowledge about computers anxiety, confidence, and liking. A major reason for studying teachers' attitude towards computer use is that it is a major predictor for future computer use in the classroom. Khine (2001) studied 184 pre-service teachers and found a significant relationship between computer attitude and its use in the institution. Kumar and Kumar (2003) reported that most teachers believe that the amount of computer experience has a positive effect on attitude towards computers. Jackson, (2001) indicated that female users, compared with males, are more inclined to hold negative reactions to computers and such differences may have resulted in the different ways of using computers. Thus, the successful use and application of computers in the educational system may very much be related to, and dependent upon, the teachers' attitudes toward computers.

Attitude is an integral and internal feeling and belief and feeling of an individual towards a event or object. However, intellectual, social, economic status, atmosphere, life-style and living standard as a components affects attitude. In view of this, attitudinal difference may be possible among in service *teachers*. In relation to the issues above, it was deemed

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\* Department of Education, Lingaya's University, Nachauli, Faridabad—121002 Haryana-India, [medhaupreti1@gmail.com](mailto:medhaupreti1@gmail.com)

\*\* Department of Education, Lingaya's University, Nachauli, Faridabad—121002 Haryana-India

necessary to carry out a research to assess attitude of teacher' towards use of computers. The present study studied in service teachers' attitudes towards computers, their levels of perceived competence towards computers, difference between competent and incompetent teachers in terms of their attitudes toward computers and difference between competent and incompetent teachers in terms of usefulness, confidence, anxiety and aversion towards computers

## **Methodology**

### **Sampling**

The sampling frame of the study consisted of secondary school in-service teachers in Almora district of Uttarakhand state in India. From the accessible population 200 in-service teachers (males= 90; females= 110) were selected by random sampling method. Most teachers in this study were between the ages of 30 to 40 years with teaching experience of between 2 to 12 years in schools.

### **Instrument and analysis:**

The instrument used in this research was a self made questionnaire. This questionnaire was based on various testes available for same purpose in internet and literature and suitably modified for language and others aspects. The appropriateness and relevance of the items was examined by a panel of expert judges from different areas of computers and education. The questionnaire was well tested in pilot study, checked for its reliability, validated and appropriately modified before use. The questionnaire has four sub-sections. Section A: measured the teachers' demographic background. Section B measured the teachers' attitudes toward computer in terms of usefulness, confidence, anxiety and aversion. The items in the scale are categorized into 2 groups: Positive and Negative. For positive items the score ranged from '5' to '1' for 'strongly Agreed' 'Agreed', 'Indefinite', 'Disagreed' and 'Strongly Disagreed' where as it is '1' to '5' for negative statements. Section C was the computer competence scale to measure teachers' perceived competence toward computers including, basic computer operation skills, word processing and spreadsheets, basic programming and internet browsing. Each item was measured in terms of a four point rating scale from 1 (Not competent cannot perform a task) to 4 (Very competent Can teach others how to perform a task).

The tool used in the present study was administered to the samples of 50 in -service teachers. Principals of schools concerned were contacted personally beforehand were told the importance and utility of the study. All of them consented and promised to help in conduction of the study and collection of relevant data. After the permission of head of the institutions, the questionnaires were given to the teachers. All the participants were made aware of the significance of the test and a good rapport was established among the respondents and researcher. It helped-tremendously in successful completion of the test. Data was collected in school time in the free periods. The teachers helped whole – heartedly in the completion of test. It was emphasized that no item should be omitted and

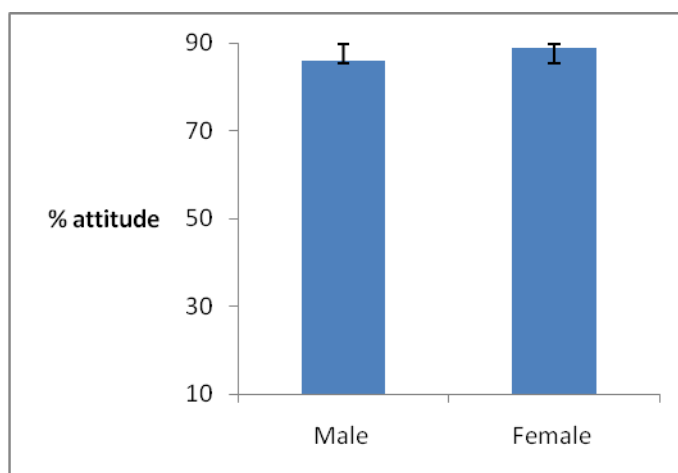


there is nothing 'right' or 'wrong' about these questions. However, the subjects were not bound by time limit for solving the questionnaire.

In order to assess the in-service teachers' levels of attitudes towards computers and their perceived levels of competencies towards it, scoring procedures reflecting low, moderate and high degrees were constructed. The score for each domain was categorized into three levels, namely, low, moderate and high. The score for each level was derived by subtracting the minimum score from the maximum score achieved by the respondents; the score was then divided by the three levels (Saari et al. 2005).

### **Result and Discussions**

The teachers' attitudes towards computer were found to be high. The findings indicated that 80% teachers had very positive attitudes toward the computer. Figure 1 gives attitudinal difference among male and female teachers. It is evident that in both genders the attitude towards is positive which is slightly higher in female.



*Figure-1: The means of the attitude towards computer among in service teachers*

In the present study the dimensions measured were usefulness, confidence, anxiety and aversion. The results are shown in Table 1. Both in service and in service teachers found computers useful (80.1%). It indicates that the teachers believed that using computers would actually enhance their job performance. There is no difference among male and female teachers in this regard. The results also indicated that most of the participants had moderate and great confidence. Their scores in their level of confidence in the use of computer ranged from moderate to high. It can be assumed that the participants had confidence in their ability to use computers. The majority of the participants exhibited very low anxiety toward the use of computers. However, no gender basis difference in

anxiety was observed. This possibly was an indication that they did not have any feelings of fear or apprehension vis-à-vis their use of computers in general. This is because of the lot of uses in day to day life of computers. The results also revealed that the majority of the participants had very little aversion towards computers, suggesting that they did not have any feelings of dislike or negative reactions towards using computers.

*Table-1: Levels of Attitudes Toward computers among in-service teachers  
(N=200)*

Attitude	Low (%)	Moderate (%)	High (%)
Usefulness	4	20	76
Confidence	8	25	67
Anxiety	81	11	8
Aversion	84	10	06

Most of the teachers had moderate levels of computer competence. However, some of them had high levels of the relevant competence and were able to teach others how to perform a task by using computers. This can be seen where the lowest score recorded was 38.0 and the highest score was 130. The dimensions measured were basic computer operation skills, word processing, preparing spreadsheets, basic programming skill and use of internet. This suggested that the majority of the participants could perform a task with assistance and complete the task by using computers. The results in Table 2 show level of computer competence in basic computer operation skills, word processing and using/preparing spreadsheets and internet and basic programming among teachers. This suggests that most of the participants are able to perform this task. However teachers have no competency for programming. Hence, to improve the competency computer training courses that emphasize this skill should be given to improve the participants' level of computer competence in that particular skill.

*Table-2: Levels of Competency Toward computers among teachers  
(N=200)*

Computer skill	Low F (%)	Moderate F(%)	High F(%)
Basic computer operation skill	4%	68%	28%
Word	18%	52%	20%
Excel	12%	51%	37%
Internet browsing	23%	68%	9%
Basic Programming	98%	2%	0%

An independent-sample t-test was conducted to compare the attitudes toward computers of teachers who perceived themselves as computer competent and those who did not. There was a significant difference between teachers who perceived themselves as computer competent and those who did not. The four dependent variables that were used were confidence, anxiety, usefulness, and aversion. The mean scores indicated that competent teachers reported higher levels of teachers' usefulness; confidence; toward using computers than incompetent teachers in terms toward use of computers in educational process. The results suggest that teachers who are competent in using computers find computer to be more useful; they approach it with greater confidence and display low anxiety and aversion towards using it in comparison to less competent teachers. This shows that both competency and prior exposure with technology play a significant part to establish the concrete development of teachers in integrating computer into the teaching and learning process.

### **Conclusions**

The results of this study also show that the majority of teachers have highly positive attitudes toward computer. This means that teachers are aware of the importance of computer in their teaching. However, there is difference in competency level, hence, it showed training need. The result further indicates that to generate the potential use computer in educational process, right attitude can be achieved by acquiring competency. Once teachers would be competent by training positive attitudes towards computers in teaching learning process would be possible.

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## **Head Teachers' Perception about Public Private Partnership in Education in Punjab**

Ayaz Muhammad Khan\*

Muhammad Ibrahim Khalid\*\*

Sehrish Khan\*

### **Abstract**

*This paper tries to discover the attitude of head teachers of the government schools towards public private partnership in education. The descriptive analytical design was used to accomplish the study. The study was conducted in late 2008. 150 schools were taken keeping in view the gender and type of schools (primary, middle and high). Data was collected through a questionnaire in which head teachers' opinions were measured upon 27 variables. 50 % of the head teachers feel that NGOs in government school have influence from some to a large extent some impact on academic matters of the school from no to some extent. Similarly 48% of the head teachers think that PPP could have influence from some to ever more on administrative matters. Moreover, 50 % of HTs think that PPP may have some impact on financial matters of the school from some extent to ever more. Head teachers from PPP schools felt that it may positively influence the responsibilities of the head teachers. PPP in education may facilitate head teachers in different academic, administrative and financial issues of the school.*

**Keywords:** Public Private Partnership, Head Teachers' Attitude, Administrative, Financial, Academician

### **Introduction**

Public private partnership is a prominent trend throughout the world in every field of public sector especially in developing countries. "Public-private partnerships have occurred for decades in the fields of construction, publishing, film and recording, textiles and the aircraft industry, as firms competed for increased market share and fought to stave off market risk by pooling strengths to overcome individual weaknesses (Powell, 1990)."

There is no single definition of Public-Private Partnership (PPP). PPP broadly refers to long term, contractual partnerships between public and private sector agencies, specially targeted towards financing, designing, implementing, and operating infrastructure facilities services that were traditionally provided by the public sector, each partner, usually through legally binding contract(s) or some other mechanism, agrees to share responsibilities related to implementation and/or operation and management of a project. This

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\* Lecturer, Division of Education, University of Education, College Road Lahore; E-mail: [ayaz@ue.edu.pk](mailto:ayaz@ue.edu.pk), [ayazof@yahoo.com](mailto:ayazof@yahoo.com)

\*\* Professor Division of Education, University of Education Lahore

\*\*\* PhD Research Scholar University of Education Lahore, E-mail: [sehrudear@yahoo.com](mailto:sehrudear@yahoo.com)

collaboration or partnership is built on the expertise of each partner that meets clearly defined public needs through appropriate allocation of resources, risks, rewards and responsibilities. Both the sectors have their own strengths and weaknesses, when working together they can surely uplift the quality and productivity and hence both sectors can minimize their deficiencies to a great extent.

### **Roles and Responsibilities of Head Teachers in PPP schools**

The Headmaster/Teacher in charge of the school shall be the co-chair and the co-signatory. The Head Master, on behalf of the School Council, shall maintain the accounts of receipts and expenditure on a simple cash book. The Head of the Institution should maintain a record of receipt and expenditure of the funds for audit, which will be carried out by the audit department on yearly basis. The responsibilities of the head teacher are, within the resources available, for the day to day leadership, supervision and financial management of the school. Head teacher keeps close liaison with the community for the welfare of the school through school council and ensures that all school going children are enrolled in the school. He/she is responsible for increasing enrollment, decreasing dropouts and checking on the efficiency of teachers, generate funds and organize the educational, social and co-curricular activities in the school as well as keep an eye on the repairing and maintaining of the school. He/She keeps the school record up to date and ready for the inspecting officers and provides up to date school information to the AEO on monthly basis (CPBEP, 2009).

### **PPP in education**

Education is an exclusive and hereditary privilege of a person by a government. Most of the governments of developing countries are unable to meet the conditions for making education obligation to financial and managerial incapacities. To overcome such constraints governments can use partnerships with private entities. Improvement in educations' quality is a basically a long term investment in every business. Even the business is not related with education, but it is understood that competencies could be inculcated in persons with education (Genevois, 2008). All developing and third world countries have been facing problems like low enrollment rate, increasing dropouts, disparities in the provision of educational facilities. Public and private partnerships can complement each sector in strengthening and providing education services to improve the learning outcomes as well as resources. As private sector participation in providing education has increased dramatically all over the world in last few decades. Such private sectors are working in all ranges of incomes. For this reason governments can make contracts with private agencies of education in order to solve the main problems of access in the country (Patrinos, Osorio & Guaqueta, 2009). The main rationale for developing public-private partnerships (PPPs) in education is to maximize the potential for expanding equitable access to schooling and for improving education outcomes, especially for marginalized groups (World Bank, 2009). For example, a range of different services can be procured from the private sector. Some governments buy the services

involved in producing education (inputs), such as teacher training, management, curriculum design, or the use of a school facility from private organizations (Savas, 2000).

The PPP trend emerged in Pakistan with the emergence of devolution, privatization and partnership in early 1990's. The Government of Punjab formally acknowledged that the public sector lacked the requisite sources to bring about a transformation in the country's low education indicators (Shah, 2004). Popularity of PPP rises after the introduction of local government ordinance 2002. It provided a conceptual framework for the working of PPP in the education sector. District government could work with NGO's for the improvement of quality education in public schools. PPP is considered as a tool of financial assistance in education sector. "The public private partnership is a collaboration of government, communities, NGOs, individuals and private sectors in the funding, management and operation to support education development in Pakistan" (MOE, 2002).

A major potential benefit claimed for PPPs is that they 'can help government to focus more clearly on the services people want, rather than simply managing existing forms of service delivery' (Commission on Public Private Partnerships, 2001, p. 42). In Pakistan's education sector reform, a detail been given on public private partnership to incorporate this idea into the field of education. According to ESR (2001-2005), the PPP participants are: government is the financer; willingness of community determines the level of success or failure of the project; NGO work for the overall project's design, rationalization and the implementation; International organizations such as USAID, CIDA, ADB, World Bank etc, provide financial help or conceptual frame work for smooth working of the project (Bertsch, Bouchet et al. 2005). According to Jamil (2004), PPPs in education in Pakistan are either initiated by government, autonomous bodies or the Corporate Sector. Such partnerships may either:

- adopt a school program (e.g. CARE, ITA)
- support a school program
- social action program
- private management of public schools
- school improvement program through community based social organization

Idara Taleem o Aghahi (ITA) and Cooperation of Advancement, Rehabilitation and Education (CARE), are two leading philanthropist non-governmental organization for lifting up education standards which have signed agreements with the different local governments in Punjab province and have adopted hundreds of schools. The agreement states that they would help in the provision of facilities to government schools. They are now providing teachers, teachers' training to already working teachers, equipment to schools and helping the head teachers for uplifting standard of education. Moreover, they have been providing fully equipped labs (CDG & CARE Agreement 2003).

It is commonly perceived in Punjab that NGO's are working and providing education with government entities more effectively than that of public schools alone. The objectives of the proposed study were to examine the attitude of head teachers of government school head teacher about the impact of public private partnership on academic, administrative and financial matters of schools. Moreover the researchers attempted to explore the opinions of head teachers of the government schools where public private partnership existed and where PPP was non existence. The study was carried out through an in-depth survey to the number of schools functioning under public private partnerships or working under government bodies in district Lahore. The study is concerned with theory generation.

### **Methodology**

This study was descriptive in nature and used survey methodology to uncover head teachers perception regarding public private partnership in education.

### **Population and Sampling**

The population comprised of public schools (primary, middle and high) of Lahore district. Half of the schools were purely under government control where as half were though government but NGO was controlling the most of the academic and administrative matters of the school under public private partnership agreement.

### **Development of Research Instrument**

Questionnaire was used as an instrument of the study. As a result of intensive literature review, the researcher developed a questionnaire to measure the attitude of head teachers towards PPP.

- i. The questionnaire was constituted of 27 variables distributed among academic, administrative and financial matters of a school.
- ii. First sixteen items represented the administrative aspects, 7 items from 17 to 23 represented academic aspects whereas the other from 24 to 27 represented financial aspects.
- iii. To record response on five point rating scale ranging, 5= To a large extent, 4= To some extent, 3= A little, 2= Not at all, 1= I don't know, was used instead of dichotomous scale in the questionnaire which aimed at measuring support of head teachers towards items related to matters in school.

### **Data Collection and Analysis Procedure**

The instrument was validated through experts' opinions. After improving the instrument in terms of language, style, format, and content, 150 questionnaires were distributed among head teachers by the researchers through post. All the questionnaires that were received from the respondents were examined. The data collected by questionnaires were

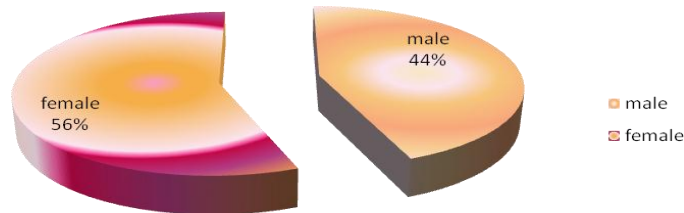


analyzed by using statistical techniques. The frequency of responses and their percentages were tabulated and calculated.

## **Results and Discussions**

### **Analysis of Biographical Information**

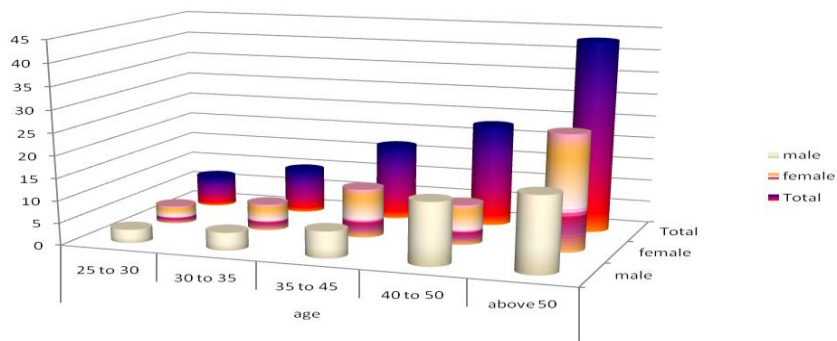
The data was analyzed by using SPSS version 16. A total of 150 questionnaires were administered and 100 were received back; hence the overall response rate was 75% that was considered satisfactory on ground realities. The first part of the instruments contained the biographical information. As reflected in chart, that 44% respondents were male and 56% female.



*Figure-1: Sex distribution of HTs'*

### **Age Distribution of HTs'**

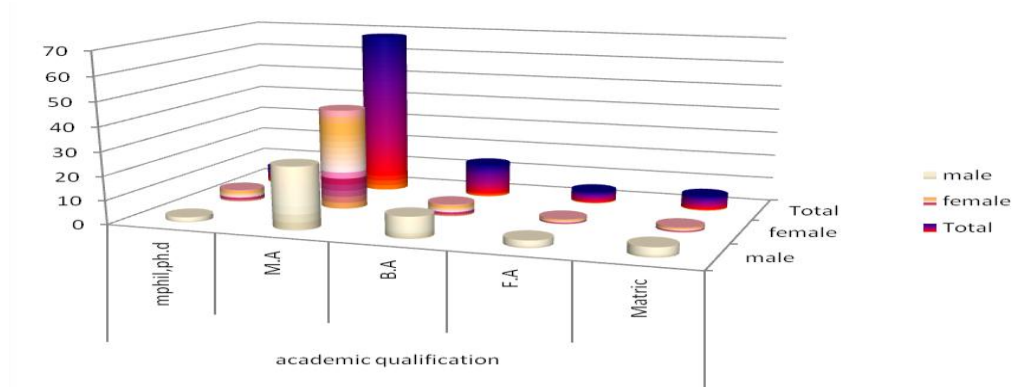
**Age by gender distribution of HTs:** Proceeding graph shows HTs by their respective age groups and sex.



*Figure- 2: Age by Gender Distribution of HTs*

The largest age group (43%) of the HTs was made up of above 50 years of age. In all age groups the percentage of male and female differ slightly in their respective groups. It also shows that only (17%) of the sample belonged to the younger age group i.e. below 35, whilst the rest of the sample belonged to the older age group (35 and above).

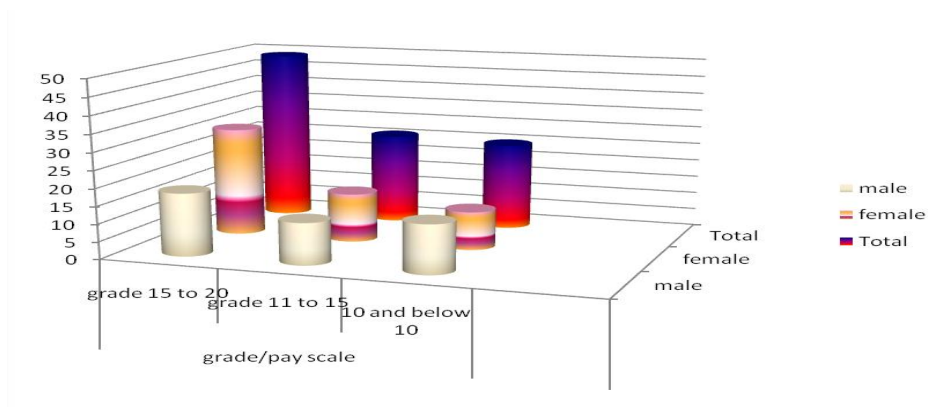
**Academic qualifications by gender distribution of HTs.** Proceeding graph shows the composition of HTs by their academic qualifications and sex.



**Figure- 3:** *Academic Qualification by Gender Distribution of HTs*

Majority (68%) of HTs had master's degree. Among male HTs this percentage was (59.1%) whilst such female HTs were (75%) of the total respondents. Only 4.5% of the women HTs and 8.9% of the men HTs had M.phil degree.

**Distribution of male and female respondents by pay scale:** Proceeding graph shows HTs by their respective pay scales and sex.



**Figure-4:** *Distribution of Respondents by Pay Scale and Sex*

Majority of HTs were in pay scale 15-20 (49%), in which women were in majority (55.4%) than men (40.9), whereas 25% of the total respondents were in pay scale 10 or below 10.

### **Analysis of HTs' Perception towards PPP in Education**

The attitude of HTs towards PPP was measured using a questionnaire. The attitude of HTs was measured on five point rating scale ranging from 5=to a large extent, 4=to some extent, 3= A little, 2=Not at all, and I do not know=1.

For data analysis, the statements in each section were classified under three types of matters related to the school.

- a) Academic
- b) Administrative
- c) Financial

Seven items were related to academic matters of the school, 16 to the administrative matters of school and 4 were related to financial matters.

Data for each section has been analyzed for the total respondents by gender, age, academic qualifications, and location. Responses of HTs are given in percentages.

### **HTs' Perceptions regarding PPP's support on Academic, Administrative and financial matters of the school**

**Academic matters** HTs' perceptions regarding PPP's support on academic matters in school were elicited on a scale indicating the extent of their influence. Mean response values and standard deviation are also given.

*Table-1: HTs' Perceptions regarding PPP's support on Academic Matters of the School*  
N=100

Academic Matter	Degree of support in percentage					$\bar{X}$ Max. value =5	SD
	I don't know	Not at all	A little	To some extent	To a large extent		
	1	2	3	4	5		
Public private partnership in education may help in							
developing teachers teaching skills	3.0	26.0	24.0	30.0	17.0	3.32	1.12 7
improving students achievement	9.0	23.0	24.0	27.0	17.0	3.20	1.23 1

decreasing trends of corporal punishment by teachers	4.0	18.0	16.0	42.0	20.0	3.56	1.12 2
improving teacher student relationship	6.0	12.0	21.0	45.0	16.0	3.53	1.08 7
selection of instructional materials	1.0	22.0	29.0	33.0	15.0	3.39	1.02 4
increasing use of audio-visual aids by teachers	4.0	23.0	28.0	36.0	9.0	3.23	1.03 3
producing better classroom management sense among teachers	6.0	33.0	17.0	35.0	9.0	3.26	1.13 4
<b>Total</b>	4.7	22.4	22.7	35.4	14.7	3.35	

Mean response values of all academic matters indicate that all head teacher feel that PPP would have impact to some extent on all academic matters of the schools. Almost 60% of the head teachers think that PPP in education can have influence from some to a large extent on matters like decreasing trend of corporal punishment and improving teacher students' relationship. Overall total shows that (50 %) of the total head teachers feel that NGOs in government school have influence from some to a large extent some impact on academic matters of the school from no to some extent.

**Administrative matters.** HTs' perceptions regarding PPP's support on administrative matters in school were elicited on a scale indicating the extent of their influence. Mean response values and standard deviation are also given.

*Table-2: HTs' Perceptions regarding PPP's support on Administrative Matters of the School*

Administrative Matter	Degree of support in percentage					$\bar{X}$ Max. value= 5	SD
	I don't know	Not at all	A little	To some extent	To a large extent		
	1	2	3	4	5		
<b>Public private partnership may help in</b>							
increasing enrollment	7.0	19.0	12.0	46.0	16.0	3.45	1.1 75
controlling students' absenteeism	3.0	17.0	31.0	38.0	11.0	3.37	0.9 91

controlling dropout of students	6.0	24.0	17.0	32.0	21.0	3.38	1.2 29
maintaining discipline in the school	4.0	22.0	38.0	18.0	18.0	3.32	1.0 91
decreasing teachers' absenteeism	1.0	23.0	18.0	36.0	22.0	3.55	1.1 04
Professional development of teachers	6.0	32.0	21.0	26.0	15.0	3.12	1.1 92
increasing teachers' job satisfaction	8.0	18.0	23.0	39.0	12.0	3.29	1.1 40
Improving teachers' accountability	5.0	20.0	30.0	31.0	13.0	3.26	1.0 88
improving school record keeping	7.0	24.0	21.0	35.0	12.0	3.18	1.1 92
Improving teachers' role in decision making	8.0	25.0	24.0	23.0	20.0	3.22	1.2 52
professional development of head teachers	4.0	26.0	26.0	28.0	16.0	3.26	1.1 34
quick administrative decisions with the involvement of parents	7.0	25.0	15.0	39.0	4.0	2.98	1.0 92
improving school infrastructure	2.0	19.0	36.0	23.0	20.0	2.60	1.0 73
hiring of support staff	6.0	17.0	29.0	27.0	21.0	3.40	1.1 72
hiring of teachers	4.0	17.0	18.0	26.0	35.0	3.71	1.2 25
promoting community participation in schools	7.0	22.0	26.0	33.0	12.0	3.21	1.1 31
<b>Total</b>	5.3	22.9	24.1	31.2	16.8	3.27	

Mean values of HTs' responses in the above table show that PPP in education would have influence to some extent over most of the administrative matters. Approximately 60% of the head teachers think that PPP in education could have influence from some to high extent in matters like increasing enrolment, decreasing teachers' absenteeism and hiring of teachers. On almost all administrative matters head teachers think that PPP in education has influence from a little to high level. Overall total shows that 48% of the head teachers think that PPP could have influence from some to ever more on administrative matters.

**Financial matters.** HTs perceptions regarding PPP's support on financial matters in school were elicited on a scale indicating the extent to which they had influence. Mean response values and standard deviation are also given.

*Table-3: HTs' Perceptions Regarding PPP's support on Financial Matters of the School*

*N=100*

Financial Matter	Degree of support in percentage					$\bar{X}$ Max. value= 5	SD
	I don't know	Not at all	A little	To some extent	To a large extent		
Public private partnership may help in	1	2	3	4	5		
increasing decision making powers in utilization of school funds	6.0	25.0	15.0	45.0	9.0	3.26	1.116
generating funds for the schools	4.0	18.0	22.0	23.0	33.0	3.63	1.228
Increasing non monitory resources	11.0	22.0	19.0	40.0	8.0	3.12	1.174
Increasing power regarding allocation of funds	4.0	23.0	33.0	27.0	13.0	3.22	1.069
Total	6.2	22.0	22.3	33.8	15.8	3.31	

Mean values of HTs' responses in the above table show that head teachers think that PPP in education could helpful in financial matters to some extent. 56% of the head teachers feel that PPP in education can help in the generation of funds for the schools from some extent to ever more. Overall total shows that 50 % of HTs think that PPP may have some impact on financial matters of the school from some extent to ever more.

### **Inferential Statistics**

1. Head teachers of government school under public private partnership had higher mean score ( $M=96.37$ ,  $SD=13.96$ ) than did those whom schools had no NGO in their schools ( $M=83.92$ ,  $SD=18.14$ ),  $t(98)=3.78$ ,  $p=.05$ . HTs of the government schools with no NGOs interference in the form of PPP in their schools thought that there would be no betterment in schools if NGOs were invited to join schools as public private partners
2. Head teachers of urban government school had higher mean score ( $M=95.54$ ,  $SD=16.24$ ) than did those of rural schools had ( $M=81.70$ ,  $SD=15.99$ ),  $t(95)=$ ,  $p=.05$ . HTs of the urban government schools thought that there would be no

betterment in schools if NGOs were invited to join schools as public private partners.

3. An analysis of variance showed that the effect of academic qualification of head teachers was significant,  $F(4, 95) = 3.15, p = .018$ . This finding was supported by Post hoc analyses using the LSD post hoc criterion for significance that indicated the difference to be reported at the .003 level between M.Phil and Matriculation as well as with FA, and .001 between MA and Matriculation.
4. An analysis of variance showed that the effect of professional qualification of head teachers was significant,  $F(4, 95) = 3.36, p = .014$ . This finding was supported by Post hoc analyses using the LSD post hoc criterion for significance that indicated the difference to be reported at the .00 level between M.Ed and CT, and .01 between B.Ed and CT.
5. An analysis of variance showed that the effect of age group of head teachers was significant,  $F(4, 95) = 3.70, p = .008$ . This finding was supported by Post hoc analyses using the LSD post hoc criterion for significance that indicated the difference is reported at the .002 level between age groups 30-35 and above 50, and .003 between 40-50 and above 50.
6. An analysis of variance showed that the effect of seniority of head teachers was significant,  $F(2, 79) = 8.76, p = .000$ . This finding was supported by Post hoc analyses using the LSD post hoc criterion for significance that indicated the difference was reported at the .04 level between Grade 15-20 and 10-15, and .00 between Grade 15-20 and 0-10.

### **Conclusions and implications**

The phenomenon of public private partnership in education in Pakistan has a history not more than a decade. The benefits of PPP are yet to be discovered in Pakistan. This study intended to discover the attitude of public school head teachers towards public private partnership. The result showed that 50% of the total head teachers in the sample think that inviting NGOs to work for the betterment of the school as public private partnership will bore fruit in any of the academic, administrative and financial matters of the school. Head teachers of government school with NGO working as public private partnership were more advocating NGO to be helpful in solving academic, administrative and financial matters of the school. Similarly head teachers from urban areas were more in favour of NGOs intervention than rural ones. Similarly significant mean difference was observed in the scores of head teachers of different age groups, academic and professional qualification and seniority. This study can urge researcher to discover the impacts of the public private partnership in education on the quality of education.

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## **The Function of Statistics to Build up Human Resources: An Analysis of Public and Private Schools at Hyderabad**

Zareen Abbasi\*

Noreen Bhutto\*\*

### **Abstract**

*Statistic plays a very important role to make decision and to equip human resource in Pakistan. Development in the country is possible only through technically skilled people in this modern age. Before making and implementing policies, it is essential that to interpret factual statistical information. Statistics enhance human experience and knowledge to understand, describe and to measure information. It is not possible to plan anything without the help of statistics. In Pakistan, we have inadequate data caused drawback and inaccuracies in making different plans in different sectors like education, health, industries. In any profession as medical, engineering, office work, we need skills that require information to perform activities in effective manner. The main purpose of this paper is to highlight the importance of statistics to bring change by developing human resources and it can only be possible when we have accurate information about skilled and non skilled persons. The theme of this paper is to collect information about the accuracy of information to make different policies or to take different type of decisions in institutions especially in academic institutions which work like a backbone for the country. Statistical knowledge is considered as an effective tool in decision making for the development of human resource where education level is very low. Academic institutions are required to equip their human resources with modern skills through which they can compete in competition era. Statistical applications are very much important and numerical information is work like asset for government who are responsible to make policies for academic institution to developed human resource. These policies if based on accurate and factual information than implemented policies can give productive result and can be helpful to improve economic, financial, social, and demographic life of academicians and research workers and also registered students. The statistical information and techniques can be useful in inquires and accountabilities. Statistical information is also helpful to keep the record of human resources and to monitor performance of human resources. Statistical procedures can appraise workers and to get information like number of qualified and specialized human resource, age, height, responsibilities, service period, yearly enrolment, yearly recruitment, retirement etc with help of tables, graphs and numeric.*

**Keywords:** Human Resource Development, Statistical procedures, information, Accuracy, Productivity

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\* Associate Professor, Department of Public Administration, University of Sindh, Jamshoro;  
E-mail [zareenabbassi@yahoo.com](mailto:zareenabbassi@yahoo.com), [zareenabbassi@hotmail.com](mailto:zareenabbassi@hotmail.com)

\*\* Research Associate, Department of Public Administration, University of Sindh Jamshoro

## **Introduction**

Statistics is second-hand as systematic techniques plus tools and helpful in decision making in different fields [Daniel & James, 1986]. Statistics is very encouraging to run the business administration of state former to apply some strategy (King, 1982). Amplified requirement of statistics and diminished charge of statistic are showing statistical intensification (Bowerman, Richard, Michael, 2001). The foremost task of statistics is to gather the facts and present it in a methodical mode and interpret the data (Kurtz, 1983). Statistics is directly and indirectly used in every academic institution for not only record keeping purpose but also for future decision making activity. Improvement and accurateness is depends on used statistical modus operandi, significance of information and constructive hope management. Statistics is used in academic management (Dessler, 1988).

The study conducted by Ping-Teng Chang and Liang-Chih Huang (2000) J.E. Chen and K.N. Otto (1995), M.R. Civanlar and H.J. Trussell (1986) and D. Dubois and H. Prade 1980 stressed on statistics as important tool to build up Human resources. Statistical acquaintance is vital in modern days and recognized as succession tool (King, 1982). At present, statistics is well thought-out as a means to bring in progress. Now a day, descriptive statistics is used in the form of numbers (Waller, 1979). The term statistics is used in 3050 BC for the creation of pyramids (Parkash, 1978). Germany used systematic correction of official statistics for comparing population, industrial and agriculture output.

Academic institutions plays very significant role in human resource plus human capital formation with the aim to produce skilled manpower. Skilled manpower helps economy to run on the path of sustainable economic development. Next tables show that how with the help of statistics we will be able to take future decisions. It is far and wide, recognized that education is amid the most significant reason contributing to dearth improvement. Education plays an imperative role and has a cross cutting impact on all aspects of human life. It is a vital investment for human and economic development. Unfortunately, Pakistan's standing on this front has historically been poor, as can be seen in the statistical tables.

## **Material and Methods**

In Sindh, inadequate statistical data regarding human resource caused drawback and results inaccuracies in making different plans in academic institutions in Sindh. The main drawback that creates a hitch in developing process in academic institution in Sindh is the lack of factual human resource information. Inadequate data can not be helpful in decision making for the development of human resource where education level is very low and academic institution low in funds.

This study is based on qualitative and quantitative research. In this study, data were collected with the help of primary and secondary data. In this study, the sample is Sindh and the sub sample is Hyderabad government schools and private schools, out of which ten schools were selected through random sampling from public and ten from private schools. Total respondents were 120 while sixty respondents from public schools and sixty respondents from private schools [Male/ Female] were selected and ten close ended dichotomous questions were designed and used to collect the data. The secondary data was also collected via Economic Survey of Pakistan, Statistical Survey of Pakistan, to support study. The data were organized by using tabulation and using statistical tools as mean and standard deviation to signify the data.

### **Results and discussion**

There are 62 government Schools at Hyderabad and 118 Private at Hyderabad, out of which twenty schools were selected through random sampling and 10 questions were asked from 10 private schools and government schools. Following table shows responses received from respondents and signify the data with the help of mean and standard deviation.

*Table-1: Statistical Description of Questionnaire asked by Respondents from Public and Private Schools.*

<b>1. Statistics plays very important role to make decision in schools</b>						
<b>Types of Schools</b>	<b>Yes</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>No</b>	<b>Mean</b>	<b>Standard Deviation</b>
Government School	54	0.9	0.08	6	0.1	0.02
Private School	52	0.8	0.08	8	0.1	0.03
<b>2. The statistics is helpful to bring change in schools.</b>						
Government School	53	2.2	0.1	7	0.05	0.09
Private School	50	0.4	0.05	10	0.08	0.02
<b>3. The accuracy of information to make different policies.</b>						
Government School	47	0.3	0.05	13	0.2	0.04
Private School	49	0.4	0.05	11	0.1	0.03
<b>4. The accuracy of information is helpful to implement different types of decision in schools.</b>						
Government School	43	0.7	0.05	17	0.2	0.04
Private School	47	0.7	0.08	13	0.2	0.04
<b>5. Statistical knowledge is considered as important factor for the development of human resource.</b>						
Government	46	0.7	0.07	14	0.2	0.04

School						
Private School	50	0.8	0.08	10	0.1	0.03
<b>6. Statistics application and numerical information is work like assets for schools.</b>						
Government School	48	0.8	0.08	12	0.2	0.04
Private School	52	0.86	0.084	8	0.1	0.03
<b>7. The factual information can give productive result and can be helpful to improve economic, financial, social and demographic life of academicians and registered students.</b>						
Government School	53	0.8	0.08	7	0.1	0.03
Private School	55	0.9	0.08	5	0.08	0.02
<b>8. The statistical information and techniques can be useful in inquiries and accountabilities.</b>						
Government School	54	0.9	0.08	6	0.1	0.02
Private School	52	0.8	0.08	8	0.1	0.03
<b>9. Statistical information is also helpful to keep the record of human resource and monitor performance of human resource.</b>						
Government School	52	0.8	0.08	8	0.1	0.03
Private School	54	0.9	0.08	6	0.1	0.02
<b>10. Statistical procedure can appraise workers.</b>						
Government School	49	0.8	0.08	11	0.1	0.03
Private School	53	0.8	0.08	7	0.1	0.03

In this question-1, the number of respondent were 120 in which 54 respondent from Public Schools are in the favor of this question and 6 are in against on the other hand 52 respondents are In the favor of this question and 8 are in against from the Private schools side so this data reflects that majority of the respondents consider that statistics is very important for decision making in schools as shown in following graph.

In this question-2, the number of respondents were 120 in which 53 respondents from Public Schools are in the favor of this question and 7 are in against on the other hand 50 respondents are In the favor of this question and 10 as shown in graph respondents are in against from the Private schools side so this data reflect that majority of the respondents consider that statistics is helpful to bring change in schools.

In this question-3, the total number of respondents were 120 in which 47 respondents from Public Schools are in the favor of this question and 13 respondents are in against on

the other hand 49 respondents are In the favor of this question and 11 respondents are in against from the Private schools side so this data reflects that majority respondents consider that the accuracy of information to make different policies is also shown in following diagram.

In this question-4, the total number of respondents were 120 as shown in chart in which 43 respondent from Public Schools are in the favor of this question and 17 respondents are in against on the other hand 47 respondents are In the favor of this question and 13 respondents are in against from the Private schools side so this data reflects that majority respondents consider that the accuracy of information is helpful to implement different type of decision in schools.

In this question-5, table and graph shown the total number of respondents were 120 in which 46 respondents from Public Schools are in the favor of this question and 14 respondents are in against on the other hand 50 respondents are In the favor of this question and 10 respondents are in against from the Private schools side so this data reflects that majority of the respondents consider that Statistical knowledge is considered as important for the development of human resource.

In this question-6, the total number of respondents were 120 in which 48 respondents from Public Schools are in the favor of this question and 12 respondents are in against on the other hand 52 respondents are In the favor of this question and 8 respondents are in against from the Private schools side so this data reflects that majority respondents consider that Statistics application and numerical information is work like assets for schools.

In this question-7, the table and graph shown that, the total number of respondents were 120 in which 53 respondent from Public Schools are in the favor of this question and 7 respondents are in against on the other hand 55 respondents are In the favor of this question and 5 respondents are in against from the Private schools side so this data reflects that mostly respondents consider that The factual information can give productive result and can be helpful to improve economic, financial, social and demographic life of academician and registered students.

In this question-8, the table and graph shown the total number of respondent were 120 in which 54 respondents from Public Schools are in the favor of this question and 6 respondents are in against on the other hand 52 respondents are In the favor of this question and 8 respondents are in against from the Private schools side so this data reflects that majority respondents consider that The statistical information and techniques can be useful in inquires and accountabilities.

In this question-9, the total number of respondents were 120 as shown in table and graph in which 52 respondent from Public Schools are in the favor of this question and 8 respondents are in against on the other hand 54 respondents are In the favor of this question and 6 respondents are in against from the Private schools side so this data reflects that majority respondents consider that Statistical information is also helpful to keep the record of human resource and monitor performance of human resource.

In this question-10, the total number of respondents were 120 in which 49 respondents from Public Schools are in the favor of this question and 11 respondents are in against on the other hand 53 respondents are In the favor of this question and 7 respondents are in against from the Private schools side so this data reflects that majority respondents consider that Statistical procedure can appraise workers.

### **Conclusion**

Human resource play major role to develop academic institutions to bring economical progress in the country especially in Sindh. This can not be possible if faculty, management is not skilled and specialized in their specific fields. Only quality human resource can be able to produce qualified product from their academic institutions. The resources of the schools if utilized in effective manner then development can be possible and achievement of multi aims and objectives in future. In the schools of Sindh, strategic human resource planning and management is required to manage and bring change and to run on the path of success. In Sindh, accurate statistical information can be helpful to bridge academic policies or to take different type of decisions in academic institutions that can contribute like a backbone for the country. Academia need to equip with modern skills that are necessary to compete in modern era.

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## **Changing Family Structure and Increasing Trend of Street Children in Pakistan**

Haroon-ur-Rashid Rana\*  
Hafeez-ur-Rehman Chaudhry\*\*

### **Abstract**

*The paper signifies research findings regarding Street Children in Pirwadhahi, Rawalpindi, in the province of Punjab, Pakistan. This study explains the changing family structures due to which children are compelled to leave their homes and adopt the life as street children. It was noticed that troubled families were the main factor behind pushing the children to the street. Such infighting deprived children from basic needs and making them vulnerable to street threats. Such families abandon their children and they remain devoid of social nurturing which is the first step for the child to be accepted in the society as a respectable member. When street children were denied of their basic needs for a long period they reacted in an antagonistic and insensitive way towards social values in general and family set up in particular. As a result they run away from their homes and fall into the hands of criminal elements. This study depicts, inter-alia, street children's life in terms of their family milieu, the course of action to take to street life and their experiences on the street.*

**Keywords:** Street Children, Family Milieu, Street Life, Orphan, Neglected, abuse, Police, Social setup, environment, socialization

### **Introduction**

The study was conducted to test the hypothesis that Street Children are the product of difficult family milieu such as poverty, trouble relations, marriage issues etc. This paper explains environmental influences such as family feuds, peer pressures, financial constraints as the main causes for forcing children to the streets. Poverty was found to be the root cause of family feuds and disintegration. Due to poverty families were unable to provide basic needs to its members. State of family affairs got disrupted that further led to deterioration of socio-economic fabric of the society. Thus, children of troubled families started suffering from neglect, abandonment, and abuse by the parents. Such family milieu forced children to adopt street as their permanent place of living. At present there are 1.2 million street children in Pakistan due to family feuds, divorced families or orphan etc. This study was conducted in the area of Pirwadhahi, Rawalpindi city. This area is known mainly due to bus stand, which was established in 1976, where buses run from the stand across the country every day. The locality is considered a well-accommodating

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\* Department of Anthropology, Quaid-i-Azam University, Islamabad  
Head of Training Affairs/Senior Program Officer, Japan International Cooperation Agency (JICA), Islamabad; Email: [Haroon.PT@jica.go.jp](mailto:Haroon.PT@jica.go.jp) and [haroonrajput@gmail.com](mailto:haroonrajput@gmail.com)

\*\* Chairman, Department of Anthropology, Quaid-i-Azam University, Islamabad;  
Email: [hafeez@qau.edu.pk](mailto:hafeez@qau.edu.pk)

than any other place for street children to live, work and survive. Nearly 1,100 to 1,200 buses run from the bus stand across the country every day. Thousands of people arrives from diverse parts of the country belong to different ethnic groups. Once on the streets these children in Pirwadhahi became not only exposed but highly vulnerable to all kinds of threats round the clock, ranging from emotional to physical and verbal to sexual abuses. Acts of violence against them are considered as justified and pervasive. As observed, law enforcing agencies, which were expected to provide them protection against various criminal high-handed types of immoral conducts, were actually partners in violence against street children.

### **Research Methodology**

The study was conducted by adopting anthropological research techniques to collect primary data. The major focus was on participant observation, interviews and focus group discussions. The field work for this research was conducted for three months and snow ball sampling technique was employed for the study.

### **The Family**

Anthropologists distinguish between the Family of Orientation (the family in which one is born and grows up) and the Family of Procreation (formed when one marries and has children). From the individual's point of view, the critical relationships are with the parents and siblings in the Family of Orientation and with spouse and children in the Family of Procreation (Kottak, 2002). The family system of any society must be viewed as a set of socially constructed norms and behaviors essential to the survival of individuals and groups. The family system reflects society's solutions to certain basic issues such as controlling sexuality and pairing people off for reproduction (Hess, Markson and Stein, 1996).

Family is considered the primary agent of socialization through which dependent children learn its culture, follow traditions, practice norms and respect the values of the society. But what if families itself were in trouble and relations were on stake. There were many reasons of troubled families and relations, but the explicit victim of such relations were dependent children. The main causes of trouble families or relations were: poverty, remarriages, extramarital relations, polygamy (plural marriages), polygyny (The condition or practice of having more than one wife at one time), levirate (The levirate decrees a dead man's brother to be the widow's preferred marriage partner) and sororate (The sororate decrees the marriage of a man to his deceased wife's sister). Research revealed that trouble family and relations either abandon or neglect and abuse their children, which force them to adopt street life vis-à-vis those who were orphan or had financial obligation to support their families.

### **Role of Family**

The Pakistani society at present is facing serious kind of internal and external cultural



threats. The social value system in general and a family system in particular are gradually decaying. These threats do not remain confined to family breakdown but could proliferate into the social fabrics of the society. Eitzen and Baca (2000) pointed out that *Family changes occurring in the last few decades have led some social analysts to conclude that the family is in serious trouble; that we have lost our "family values"; and that the decline of the two-parent family is responsible for our worst social problems.*

In Pirwadhai area one could easily find and meet such people and listen to plenty of stories. But the focus of the study was the street children only who were the victims of family discords, struggled for survival and yet saw environmental negatively impacting their development as human. They would begin their day by telling a lie and end the day on same note. This concoction was considered essential for their survival. They indulged in cheating for sake of money and fighting for food. All this happened due to family problems which were result of weak social structure, fewer income opportunities available to working groups, denial to education, health and justice, exploitation by the powerful and general lawlessness. For example if a grown up in family is unskilled and uneducated, the earning will be low and vice versa.

*Some social problems have their locus in family settings. Although many of these problems are rooted in conditions outside the family—in social, economic, and demographic trends—they become family problems that affect growing numbers of children and adults. Fatherless families, or women working outside the home, are said to be the reasons for poverty, violence, drug addiction, and crime. Divorce, and unwed mothers, in this view are damaging children, destroying families, and tearing apart the fabric of society (Stanely and Baca, 2002).*

There was also an interesting debate that whether social problems have their rank in family settings or socio-economic condition outside the family disturb the settings of the family and provide the base for the social problem.

The families whose elders had expired, mother worked outside and children too were forced to work, increased the level of poverty instead of decreasing it. These family problems, no matter how they surfaced had an affect on children and adults as well. They created enough ground for lapsing into depression, drug addiction and increasing crime in the society. Divorce was spreading very fast, though most of members of the society disliked it culturally. Nonetheless unwed mothers were very few in this society, and mostly they remained hidden. Divorce, as discussed earlier, was a real damaging factor not only for children but also for the families. Besides this the polygyny and remarriages were playing more or less the same role as divorce in our society. Street children posed to be clever and fit for survival but psychologically they were depressed, and their ultimate target was to hunt for bread and find shelter, rather than finding some social recognition.

### **Sexual Disdain and Marriages**

Sex plays a meaningful role in the human lives with much more dimensions as it does among lower creatures. It is also noteworthy that interest in the sexual activities start in the childhood and its expression appears in different forms and stages of life span. Malinowski (1985) believed too, *“children would naturally seek to express their sexual feelings, particularly as they increased in adolescence, with members of their nuclear family, because of preexisting intimacy and affection. Yet, he thought, sex was too powerful a force to unleash in the family. It would threaten existing family roles and ties; it could destroy the family”*. In some societies sex is not free or openly acceptable in any form, Pakistan is one of them while some other societies do not mind to display some form of the sex that means kissing and hugging in open. Incest taboos which are socially recognized encourage basically this idea. *The opposite theory is that children are not likely to be sexually attracted to those with whom they have grown up (Westermarck 1894). This is related to the idea of instinctive horror, but without assuming a biological (instinctual) basis* (Malinowski, 1985 & 1927). In Pakistan, endogamy is the most common form of marriages but in rapidly changing social environment exogamy is getting more popular, especially in the urban areas of Pakistan. The families want themselves and their resources intact through endogamy. Family expansion through exogamy gives more opportunities to new resources and exposure to new developments happening in other societies. In reality these marriages decide the future destination of children. In contrast, there are some other forms of marriages which consequently have positive and negative impact on the future well-being of children.

According to Royal Anthropological Institute, (1951), Marriage is a union between a man and a woman such that the children born to the woman are recognized a legitimate offspring of both parents. But could this marriage and legitimacy of offspring's serve the purpose to keep the family and society intact? It was found in Pirwadhai that plural marriage; remarriage after divorce or death of spouse had legitimate status though, but was always considered as the starting point of family conflicts. It provided the base to start unrest in the family such as spouse abuse, child neglect and abandoning them. It also caused higher fertility, diminishing resources, unprotected environment and abundant deviants. Every kind of marriage has its merits and demerits, no doubts merits being more than demerits. In such disturbed situations, children preferred to runaway from their homes and their parents too preferred to satisfy their spouse rather than caring for satisfaction of their children. Finally, children ended up in the streets and started devising ways for their survival. Gradually they learned to earn and survive in harsh conditions. They learned to concoct stories that could attract the attention of the civil society, NGOs, donors and the government to get financial benefits for their survival. They lived with the hope that one day they would get all what they dreamt of but as a matter of fact, they ended up leading unpleasant lives.

The society as well as their parent and relatives intentionally or un-intentionally had ignored them or pretended to be oblivious of what was happening to the street children. In such situations the family became part of the problem instead of becoming a solution to the problem. The question of legitimacy of children had lost its spirit and weakened the foundation of the institution of marriage on which the society claimed to stand for generations. This social problem of family bond or disintegration provided enough ground to force the children to the street and exposed them to an environment where crime was thought to be a norm. This social or primary institution of socialization became weaker and weaker. In Pakistani society, it was thought generally that getting married was easy and it was very difficult to divorce, but now the values have changed and the situation had become vice versa. Social and family system was on decline and so was the case with children of this system, in which their social values, societal inbuilt, protection system, natural check and balance had weakened if not abandoned. How could such depleted system expected to protect their members, children and future?

It was found that polygamy especially polygyny and remarriages had direct and indirect impact on the lives of both real or step children and spouse. Step children normally were neglected and real children had to share their property and resources with step relations. This created conflict between husband and wife, step brothers and sisters, step sons and daughters, and finally whole family was in state of discomfort. Conflict used to arise in the family with the prospective of severe consequences including divorce, abandoning children, runaway cases, and child abuse. Children were neglected in this tense environment, scarcity of space and food prevailed, and chances of unusual steps taken by each member of the family increased. The most affected were the children who were left with no choice but to leave their homes by themselves because their parent became demanding and they were open to the threat of abuse. They were also abandoned by their parent for various reasons as discussed above. The street finally became their abode and the make-shift arrangements in the new street environment protected them from various dangers.

### **Divorce and Social Dimension**

Traditionally, divorce was not widespread and was considered socially unacceptable in the Pakistani society, even few years back. But gradually due to various socio-economic changes especially in the urban areas generally became acceptable. *An important reason is the striking change in public attitudes toward divorce. Divorce is a difficult step and one that commands sympathy for the partners and children. But it is no longer considered a moral violation. Instead, divorce is generally accepted today as a possible solution for marital difficulties* (Stanely and Baca, 2002). These changes are due to the negative role of electronic media that encouraged divorce as an acceptable norm, and money for source of happiness. Electronic media is presenting what actually is not being practiced in this society; it is just opposite to real culture, which can not be left unnoticed. The media in the name of gender enlightened moderation and freedom of women is

actually promoting the Western and Hindu cultures. Pakistani society is a society with Islam as its ethos. It has its own values, ethics and code of conduct which are evidently contradictory to the western culture. Resultantly it has become the source of conflict and unrest in the society, divorce being one of the effects. *Divorce has drastic social and economic effects on women and their children. It is a major social problem created by institutions that perpetuate gender discrimination and by divorced fathers who do not contribute to the support of their children (Arendell, 1990).* Media is also promoting gender issues without keeping in mind the cultural values that have been in practice for centuries and without giving any solution to those problems. This has definitely promoted divorce in the society particularly from women. A few years back a common Pakistani couldn't even think of a woman asking separation. If one called them *Dakianoosey* (conservatives) it would be ethnocentric approach, as far as anthropology is concerned. The children of such divorce cases had more chances to reach the street at the end of the day, especially in case if their parents got remarried, or decided to remain single. Such type of children felt a certain freedom on the street and took it as their real abode. They were already fed up of their family feuds and congested environment and enjoyed the street life where they felt *Azadi* (independence).

One boy informed the researcher that he was handed over to his divorced mother twice by the police but he escaped on both occasions. This time he was not alone but he returned to street with another child who lived in his neighborhood. He claimed that he could sacrifice every thing that he possessed even his life for his friend that is why he has left his home and has been living with him on the street permanently. They usually go to drop in centre in nearby area for food and shelter. They did not fear any one and roamed around any where, at any time round the clock. For self defense they kept with them blade (razor) as a weapon. They often quarreled with other children and several times overcame their opponents, but at other times even got a good thrashing and got injured too.

Divorce is an intensely personal event, and this intensity makes separation a painful experience, even when both parties want the marriage to end. In some societies it might be a personal affair of a couple but in Pakistani society marriage is considered not only a bond between male and female but also between two *Khandans* (families/clans/tribes). Same was the case of divorce; it was not only break-up between the couple but between two Khandans. It is the children who have to pay the heaviest penalty as the result of divorce. Parents do suffer to some extent but children by default became the biggest sufferers of broken marriages. It also had negative impact on the society, in broader sense, because when they were abandoned and neglected, so they became street children, deviants and criminals or a social evil. Divorce could produce socio-psychological disorders among children and put economic crunch on females especially, which acted as a barrier in the well being of children and their ultimate survival.

*Financial hardships in turn cause social dislocation and a loss of familiar networks for emotional support and social services, and intensify the psychological stress for women and children alike. On a societal level, divorce increases female and child poverty and creates an ever-widening gap between the economic well-being of divorced men on the one hand, and their children and former wives on the other (Weitzman, 1985:323).*

Divorce is disliked but acceptable act that has to be practiced in a very careful manner after giving due consideration on its outcome and after having gone through intensive thought processes. As discussed earlier, divorce does not occurred between couples only; rather it affects relevant clans and children too with disastrous consequences for the whole community.

*As a result of these possible outcomes of divorce, children may experience behavioral problems, a decline in school performance, and other manifestations of maladjustment. Before discussing these problems, however, we must note that the long-term effects of divorce are difficult to measure. We simply cannot know, for example, how the children from a particular family would have fared if the parents had stayed together in a tension-filled household. Reviews of the studies on the effects of divorce on children find that "the 'large majority' of children of divorce . . . do not experience severe or long-term problems: Most do not drop out of school, get arrested, abuse drugs, or suffer long-term emotional distress" (Coontz, 1997; Amato and Keith, 1991; Acock and Demo, 1994).*

Divorce was not the only factor responsible for children drop outs from school and their emotional distress, there were many others too. Children of divorced parents predominantly faced emotional distress, were in danger of being hooked to drugs, delinquency, and non provision of basic rights. It was also noticed that family feuds had more severe and long term impact on child behavior as compared to divorce. Family feuds were the main factor behind pushing the children to the street and abandoning of children by parents, depriving them of basic education and health, and making them vulnerable to street threats. The impact of street life on children and their development was not easy to measure but research suggested that street children and their increasing number is a threat to the peace of the society as they might become dependent, gangsters and thieves etc. Such environment not only hampered the development of children but also the society and if remain to persist for too long, the out come is surely no less than social unrest and anarchy.

### **Parents-Children Relationship**

Parents and children lived in diverse family settings consisting of nuclear families, step families, extended families, joint families and single-parent families. Each family setting had unique features to support its members to progress and at the same time push them

into conflict. The relationship between parents and children was comparatively weak in all settings except nuclear family and joint family. But here too nuclear family encouraged over-protection of its members, which was another way of spoiling children and exposing them to harm. For instance one street boy confided that his parents were so strict that they never allowed him to do things the way he wanted to. Their often repeated statements were don't do this, be careful, don't talk to stranger. So he couldn't make friendship till the age of ten even with his class fellows but got an opportunity to interact with boys little older than him. Very soon he realized that he had missed lot of fun in his life, so he decided to enjoy freedom. Initially he started to remain absent from school classes and joined his friends to watch movies, play video games, smoke and wander purposelessly but this brought lot of fun for him. He couldn't continue it for long time as a couple of months later his parents came to know about his activities. They scolded, beat him and brought him back to the school and advised to return home immediately after finishing school but this time he decided to runaway from his home with one of his friend. They slept in waiting place and survived on leftover food from the restaurants in the nearby area. Both stayed together for couple of days at Pirwadhai bus stand, where after his friend left him alone and disappeared. He further stated that now he was working in fruit and vegetable market where he unloaded goods from the trucks and earns Rs.150.00 ~200.00 within two to three hours. He was anxious to see his mother and siblings but was afraid of his father so he avoided contact with his family. He had been living on the street for more than one year.

### **Multiple Problems of Single Parent and Children**

The tendency of divorce and custody of children was a big challenge of today's families and society, which was not so common in the past. Normally divorced women kept the children with them but men generally seemed to be interested in the custody of children at the time of divorce just to exploit the women emotionally. If males took the children in custody after divorce, they hardly cared for their upbringing; though exceptions are always there. Such children became a liability for him and his family and they faced multiple social problems. These types of children, when they grew up, had more chance to runaway from their homes. In some of the cases it was also observed that even divorced females got remarried and their children from first marriage faced more problems than the children of first marriage of divorced remarried male because the family and male themselves did not accept the children of remarried woman with whom they had tied the nuptial knot. This kind of children also faced deprivation, abuse and neglect within the household and ended up in the street.

Children belonging to such category had more behavioral problems such as depression, delinquency, and mild to severe mental disorders, drug addiction, and reckless conduct. Their mental state was confined to selfishness, their performance in the schools declined and gradually they dropped out. Their single or remarried parents forced them to get marry in adolescence, so that their responsibility could be over. This was true especially

for females, who were more likely to have children thus increasing chance of divorce at an early age. Under such circumstances the girls' own and her children's life reaches a stage where any unfortunate incident could happen to them at any time. It was also noted that the society did not have any kind of sympathy with girl victims and her children. Their life became more vulnerable and reached a stage where they become penniless and this coupled with behavioral/mental disorder compelled them to act according to exploiters likes or dislikes and indulged in the web of social evils and finally becoming a picture of pity with no support from others. They started committing petty crimes and gradually moved to more grievous ones. They even became sex workers or prostitutes and started luring others too in such nefarious activities to gain some monetary benefits.

### **Violence in Families and its Adverse Impacts**

Violence in the family was a critical phenomenon which affected the individuals directly and environment of the society support such maladjusted members indirectly who could be delinquent, deviant or dependent due to disability or insanity.

*The family has two faces. It can be a haven from an uncaring, impersonal world, a place where love and security prevail. The family members can love one another, care for one another, and be accepting of one another. But there is also a dark side of the family. The family is a common context for violence in society. "People are more likely to be killed, physically assaulted, sexually victimized, hit, beat up, slapped, or spanked in their own homes by other family members than anywhere else, in our society. The intensity that characterizes intimate relationships can give way to conflict. Some families resolve the inevitable tensions that arise in the course of daily living, but in other families conflict gives way to violence (Gelles, 1995).*

Violence in the family were of various nature and intensity, though it was not researcher's area of study but he found it interesting as it was linked to his topic i.e. street children, but only to some extent. The researcher would like to term it as one of the cause of driving children to the street. In fact physical assaults, sexual victimization, battering at homes by other family members were quite common in our society and such matters were seldom reported to the police or law enforcing agencies. Only a few cases of higher intensity or those, which were difficult to conceal such as burn cases, serious injury, and murder cases were registered or reported to media and made public. A few courageous women with the help of civil society groups also registered rape, sexual harassment and incest cases to the police.

### **Spouse Abuse, a Conventional Practice**

The institution of marriage grants numerous rights to the married couple in the society. In the present context the right of husband to exercise influence over his wife is one of those rights in a male dominating society. There is a general misconception in Pakistani society

that it gives freedom to husband to assault his wife. Battering and spanking were the different ways of abuse by the husband and such acts are pretty common and frequently practiced in the society. This kind of violence has diverse consequences on members of the house and on family as a whole. This is not only confined to the physical maltreatment but also verbal and psychological wickedness against each other, most of the time exercised by the husband over his wife. Primarily, torture against wives exist in all social classes but were found more common in disobedient families belonging to lower classes where illiteracy and economic problems were so evident. Some wives do try to respond in the same manner but in physical strength they could not compete with their husbands. Whatever the case, the result was so obvious: family disintegration and abandoned children.

The children who had gone through such experiences too became abusers in most of the cases as they matured into angry young men turning into psychopaths! Moral values and cultural norms for them became redundant and survival became the foremost priority for them by all means. They hardly cared about their parents and left their homes. In the present study such children felt comfortable and enjoyed freedom on the street. Among those, 15% liked street life, 20% didn't know how to respond, 65% still preferred to maintain contacts with their families, or others members of the family i.e. their mother or sister, but surely not father or remarried mother.

### **Step Parents**

Step-mothers were one of the key factors to push the children in odd situations as they discriminated against their step-children and wanted to get rid of them at any cost in order to spend more peaceful life. The assault on step children starts from verbal abuse, blame game, unending complaints to child's father who without knowing the real fact loses temper, becomes harsh, reprimands the child and finally gives him a hard thrashing. It was revealed that 17% children were in the street due to indifferent attitude of family and mainly that of the step-mother or *Chouti* (younger) or *Naei* (new) mothers (see table 1). The verbal and physical abuse at home at the hands of step mother became a routine and left very serious psychological impact on child's personality and his cognitive processes. The response from these children to the researcher indicated a visible disappointment, such as remarks like "If our parent didn't care for us then who else would, so don't give us any ray of hope. We know, after finishing work you would never approach us even if we were available", or "you are not the only person who has contacted us, there were several others who did the same thing, got information and never returned." It took a considerable time for the researcher to convince them that he didn't belong to any NGO or agencies that came with rosy promises and never fulfilled any.



*Table-1: Children with Step Mother*

<b>Step Mother/Other Mother</b>	<b>Number of Children</b>	<b>%age</b>
Yes	14	17
No	70	83
Total	84	100

On the other hand, the children who had step-fathers were also found to be in greater trouble and they mostly left their homes earlier than those who had step-mothers. The reason was that their step-father never accepted and owned them and with the passage of time their attitude became more and more repelling and they started behaving with step children in a rude manner. At this stage, their real mothers who now were also the mothers of their step-father's children started avoiding and showed neglect with the result that the latter had no choice but to leave their homes and find peace of mind in the streets. The result explained in table-2 that 11% children were out in the streets because of their father's uncivilized behavior and or their mothers' helpless position and her negligence too. Children revealed that they respected their parent yet their parent especially step-father or mother refused to accept them and continued to treat them in a callous manner until they were forced to leave the homes.

*Table-2: Children with Step Father*

<b>Step Father</b>	<b>Number of Children</b>	<b>%age</b>
Yes	9	11
No	75	89
Total	84	100

### **Abandoned Children, Burden on Resources**

Abandoning one's child is another cause of unrest in the society and an impediment in proper development of personality of a child. Abandoned child remains devoid of social behavior, which is the first step for a child to be accepted in the society as a respectable member. Children, who were not taken care of by their elders, were ignored intentionally or unintentionally and lived in filthy conditions, became a threat to the society and its progress, as they adopted illicit practices.

*Abandoned children are those children who are not adequately cared for by their families, relatives, friends nor government or social agencies. They may be physically neglected: left alone, ignored, not properly fed or clothed, never washed, and forced to live in filthy conditions. They may be psychologically neglected: looking well cared for, but never receiving any love or attention from their parents or guardians. As they grow older, these children roam around during the day, sleep in make shift accommodations like doorways. They may steal, sell illegal goods, resort to prostitution for income, or do temporary labour for income.*

*They may live at home or be orphans, runaways, abandoned or thrown out of their homes (Diversitas, n.d.).*

The abandonment of children is a matter of great concern and its critical nature is becoming more and more serious with the passage of time. The product of such circumstances is deviant, maladapted, malnourished, and possesses anti-social behavior. In the study area, abandonment caused improper personality development and perpetuated anti-social behavior creating delinquents and criminals. It also caused depression, frustration and arrogant behavior among these children that led to social deprivation. This trend is equally dangerous for the development of personality traits as well as for the growth of the society. There are many reasons for abandonment of the street children, the more common amongst these and prevalent in Pirwadhahi being poverty, family breakdown, over crowded homes, inadequate housing, family feuds, remarriages, plural marriages (polygamy), lack of provision of social services, denial of basic needs and rights and rampant unemployment.

### **Neglected Children, Cause of Family Discord**

Negligence has less intensity as compared to abandonment. While negligence could be turned into care through love and counselling and accommodated sooner or later, abandonment could not be reversed easily. Neglect was basically overlooking or ignoring something for a shorter period of time where as abandonment was to get rid off permanently. It was also crucial that though severity of negligence appeared moderate apparently, yet it was prone to take a severe direction, particularly when we are talking about the street children who were being neglected at all levels by family, relatives, civil society, and the state. They were abandoned by the family and continuously neglected by the civil society and the very state that is responsible for providing them care and protection. Almost 21% children found on the street were there due to the negligence of their parents and experienced the same discriminatory attitude from other people around them, which was unbearable for them. Two of those said, "After all we too are human beings, so why people hate us, neglect us and why do they not care for us? Don't they consider us humans? Please trust us and we would prove that we are like other, citizens of Pakistan, we too love Pakistan, we also want to do some thing for our parents, siblings, and for the development of this country but unfortunately we are looked down upon and labelled as untrustworthy and delinquents."

Neglect is basically a soft type of abuse that often turns into damaging abuse leading to unsafe environment for both, children and society. They always countered detestation from elders and the people around them. People used abusive language, carried misconception and pre-defined irritation for street children, which has naturally a detrimental effect on their personality development and behavior. Because of the repulsive attitude of the people, the street children develop a strange type of feeling and perception about others and react rudely and disrespectfully. Honor and dignity lose their

meanings before them and such children remain oblivious to the likes and dislikes of others, exhibiting a behavior that is emotionless. A little care from the society could turn them into useful members of the society, and they could gradually become well-behaved and well-mannered humans.

*Child neglect is defined as a type of maltreatment related to the failure to provide needed, age-appropriate care. Unlike physical and sexual abuse, neglect is usually typified by an ongoing pattern of inadequate care. Professionals have defined four types of neglect: physical, emotional, educational and medical. In spite of this, neglect has received significantly less attention than physical and sexual abuse by practitioners, researchers and the media. One explanation may be that neglect is so difficult to identify. Neglect often is an act of omission. But neglecting children's needs can be just as injurious as striking out at them (Psychologytoday, n.d.).*

Due consideration is required to be given to these children to fulfill their basic needs. Street children receive maltreatment from those with whom they interact or get socialized, though it could be either constructive or destructive socialization. Positive socialization and meaningful interaction leads them to become obedient and constructive human beings and negative socialization or neglect drives them to be deviant and destructive humans, and badly hampers their development. The extraordinary stress induces parents to ill-treat the children unintentionally, thus parents who were drug addicts were more likely to abuse or neglect their children and forced them to leave home and grow up to be a street children. The carelessness of the parents sometimes plays a positive impact on the children and pushes them to take the challenge of life at an early age. There were a few examples where such ignored children continue to maintain links with their families and supported them financially and morally. They completed basic, overcome numerous challenges, remained steadfast and were able to make out a successful future for themselves.

It could be concluded that most of the children were on or of the street because of their family problems, while others were found influenced by media and other agents of socialization but the main cause was family disintegration. The interpretation of data in the following table-3 indicated that 51% children adopted street life because of family feuds. The reasons for such feuds varied from unmet material needs, remarriages to divorces, family compositions from large to joint, and inattention etc. the main responsibility for taking care of their children, providing them shelter, food and education rested on the parent/family. The primary responsibility of the primary agents of socialization was required to be fulfilled in accordance with the standard rules of any society. The children should not be the victims of family deprivations (see table 3).

Table-3: Children with Family Feuds

Family Feud	Number of Children	%age
Yes	43	51
No	41	49
Total	84	100

### Conclusion

Street Children transpire as a result of poverty, abuse, neglect, abandonment, orphaned, family disintegration and feuds. The importance of children signifies in social structure that has its role in human and societal development. Warm family relations were lacking in street children and abuse compel the children to distance away from their homes, encourage them to adopt street life. Whereas, family problems and poverty were found main reasons pushing parents to ignore their children. It favors the hypothesis that difficult family milieu forces children to take to the street. The commonly agreed enemy for children was the inefficient family and social system; concentration was focused on blame game of children towards ineffective social arrangement and vice versa.

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## **Analysis of Equity between Investment and Demand in Education in African Countries**

Simon Osezuah\*  
Osagie R. O\*\*

### **Abstract**

*This study was carried out to investigate the equity between demand and investment on education in Africa countries. Two research questions were drawn to guide the investigation. Data were gathered from 4860 sample subjects through the instrument of questionnaire. The analysis of the data was carried out with the use of simple percentage on two tables and the findings were that the level of investment on education was not equitable with the level of demand and also that inherent factor for skills acquisition had no heritance on economic development in African countries. The results led to the conclusion that there was no equity between demand and investment in education in African countries and also that important factors had no influence on economic development in African countries*

**Keywords:** Equity, Investment and Demand, African Countries, Continental Development, Economic Development

### **Introduction**

God instructed his world that there is time for everything. Against this background is the necessity to realize that African countries cannot wait indefinitely believing that one day shall come when a sound and right decision shall be taken on education such that the hope for getting to Elderado would rapidly be achieved the desire to achieve development in economic and social affairs among African countries seems to have been necessarily delayed for too long. A movement towards continental development in Africa appears to demands that equity between demand for education and investment on its provisions. A reflection at the various slogans by many African and their governments unveils their respective desired vision to catch up quietly with the level of development among the western countries. It sound clear from their claims education is the instrument with which such goal of development is to be attained

In simple terms, the objective of this research was to look at the problem of inequality between educational demand and investment on the system. In other words, it is painful to hear that people here observed that there is a problem of imbalance between demand and investment on education in African countries particularly now that the desire for

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\* Department of Educational Studies and Management, Faculty of Education, University of Benin, Benin City E-mail: [osezuahosezuah@yahoo.com](mailto:osezuahosezuah@yahoo.com)

\*\* Department of Educational Studies and Management, Faculty of Education, University of Benin, Benin City E-mail: [rosarugue@yahoo.co.uk](mailto:rosarugue@yahoo.co.uk), [rosarugue@yahoo.co.uk](mailto:rosarugue@yahoo.co.uk)

development is very high. Observing further, the people stress that at a time such as this, the Third World countries which are in a battle to step into the thresh-hold of economic development do need to be told about the importance of education. The society in some cases here people who believe that allowing their children to go to school is a sacrifice. What this invariably means is that education should be free at all levels so that all the children in the society who are willing to go to school and capable could move into any institution of learning without hindrance.

It is the view of expert in education that for the pursuit of national development to make impact, massive education of the individuals must be pursued. They question whether that African leaders think that rejoicing on the euphoria that political statement structured in lies and deceit could serve for any measure of temporary or permanent solution to the leading economic and social development in African countries. In spite of the great effort advanced in the pursuit of education for the citizenry of the continent, both educationists and national leaders in Africa are still criticized by a group of education analysts and social critics. The group argues that citizens' yearnings are frustrated by the inaction in education policies development and administration. The analysts refer to this experience as the seeming failure of government to come up with efficient the policy management strategies, which will ensure democratization of education at all levels.

The group claims that perhaps African leaders have not yet come to terms with the fact that education of the individuals helps in pursuit of a better level of productivity both in quantity and in quality. This fact being what education portrays it implies therefore, that whoever is a member of labour force that is either not educated or educated but not employed is in the family of national wastage because the person is neither productive nor contributing to development of the society.

A counter group argues that there is no problem between equity and demand and as such national leaders should not be accused. The members claim that where the error lies is the inadequate provision of job opportunities. That educational wear should be nailed to the doorstep of economic managers and the business-men and women in Africa. That it is their duty to carry out job creations through investment on new ventures and expansion of existing ones: that the responsibility of government in this regard is only to provide enabling environments.

The group concludes that African leaders only have to accept blames for the error of creating room for their societies to get deeper and deeper into being consumption societies rather than being productive. Hence, most African citizens go to bedrooms snoring away their lives while their counter- parts in developed countries encourage their citizens to be providers of needs. Hence, what should be demanded of the leaders should be of necessary productive infrastructures. For it is only in regard one is likely to face

same evident result in the differences in the living standards between the two groups, of development and developing countries leaderships.

Based on the foregoing observations, complains, arguments and accusations, this investigation was considered necessary. As a result some questions were formulated for guidance in carrying out the investigation as follows:

1. Is there equity between level of demand and level of investment in the education system in Africa countries?
2. Do inherent factors for skills acquisitions have influence on economic development in African countries?
3. Several views and findings have been highlighted out of which only a few have been highlighted, out of which only a few have been referred to in this study below. It has been claimed that there will always be population explosion, multiplication of knowledge, scientific and technological revolution, information and communication proliferation etc.

The basis, of which the educational system requires total and adequate management, implies adequate input of human and material investment (UNESCO 1972). Similarly, Lerche (1983) expressed the view that a society must decide on what requires to be done, draw up the plan to pursue the objective of the plan and then put it into implementation. This implies that once there is any aspect of education requiring increase in demand, relevant attention must be given in terms of human and material investment particularly in this age of science technology.

Looking at education from the universal point of view, Woodhall (1970) stated that any form of investment in human Capital also yields economic reward by contributing to the societal economy through the increase of productive capacities of the citizenry. Saint (1992) took a view of universities in Africa and came up with the conclusion that enrolment are always increasing faster than the planning capacity and thus unable to accommodate the growth, that the current mode of expenditure in education appeared unsustainable thereby alluding to the fear of decline in educational quality which may be affecting the growing needs and requirements.

Coady and Paker (2002) also stressed that equity between investment and demand on education should be pursued in order to allow opportunities for access to all. Hence, he claims that in developing countries, the poor should be provided access to education by expanding the educational system and making subsidies and investment especially in the education of the poor.

The increase in the population of learners in the educational system also implies an increase for teachers, non-teaching manpower and material resources. Hence, according

to British Columbia Teachers Federation (2000), the idea of demand for teachers and the supply is liken to commodities offered for sale and bought at a given price to satisfy a particular purpose. Thus, in the case of teachers, they are in demand in schools for a price to meet the purpose of impactation of knowledge and skills to broaden the scope of individual progress and national development, which are some of the major goals of the society. Todaro (1982) asserted that the modification approach in teaching manpower in any environment implies that they are bought for prices. This means that, investment on teachers is a necessity especially when the need to change, modify, upgrade knowledge and skills of the teachers become inevitable in relevance to the increasing needs and desires of the general population.

From the point of view of child centeredness Mkpa (2003:11) states, "The learner centered approach is not only desirable but indeed imperative if our primary schools must offer to pupils the expected high quality to teaching and learning." Thus, the relationship between equity in demand and investment in education also includes motivation. The teachers and the learners are required to be invested upon in terms of motivation in order to ensure adequacy in teaching and learning. Hence, according to Moshinshie, (2001) motivation is an investment used in putting together attention and effort required to consummate any leaning of skill in the working environment. In the same vain, More and Casillas (2005) expressed that motivation also plays a major role in the teaching and learning of specific subjects in schools, hence they stated that student and teachers should be motivated in the teaching and learning of specific subjects such as language which could enable the students to relate to other cultures, expand their employment opportunities and sharpen their skills.

## **Investigation methodology**

### **Sampling**

A sample 4860 was selected. The technique adopted in arriving at the selection of the figure was by dividing the continent into five parts as follows: the North, the South, the East, the West, and the Central. Four countries were selected from each of the parts through random sampling technique and from each parts; equal number of 250 samples was selected through random sampling technique. The sample subjects were selected from teachers, head teachers budgeting and other relevant staff of ministries of education and finance

### **Instrument study**

Survey method was adopted to draw relevant data from the sample subjects. The administration of the instrument was carried out by the researcher and research assistants who were employed for this purpose in the various countries. Communications were kept afloat between the researcher and the assistants during the over eight months between the questionnaire administration and the retrieved. The mortality rate was low owing to the



aid of phone calls and easy access to internet services. The data were subjected to necessary treatment by sorting and application of statistical tools percentage as follows:

**Question I:** Is there equity between level of demand and level of investment in Education in African countries?

*Table-1: Level of equity between demand and investment in education*

Areas of Investment	Demand for education				
	High Equity	Average Equity	Undecided	No Equity	Total
Service requirements	986	724	1480	1688	4860
	19.91	14.89	30.45	34.73	100%
Human Resource	1364	1673	1250	573	4860
	17.79	34.32	25.72	11.79	100%
Material Resource	865	932	738	2334	4860
	17.79	18.99	15.18	48.02	100%

**Question II:** Do inherent factors for skills acquisition have influence on economic development in Africa countries?

*Table-2: factors for skills acquisition influence on economic development*

Factors for skills acquisitions	Economic development				
	Highly Agree	Agree	Undecided	Dis-Agree	Total
Employment opportunities	1012	1117	1631	1094	4860
	20.82	22.98	33.68	22.51	100%
Living standard/per capita Income	866	793	1579	1622	4860
	17.81	16.31	32.48	33.37	100%
Contribution to provision of societal needs	892	1115	1064	1789	4860
	18.35	22.94	21.89	36.81	100%
Safety and security	795	1028	1046	1991	4860
	16.35	21.15	21.52	40.96	100%

## Findings and Discussion

The following were the findings attained and as a result of the analysis of the data gathered for the study. The first finding was that the level of demand for education did not have equitable level of investment. This result was revealed by data on table I. The table showed that out of the three most major resources required in education upon which investments were based in this study, the human resource was found to be 62.48% level

of investment, service requirements were 34.80% and material 36.78% investments respectively.

Similarly, the second finding revealed that there were factors for skills acquisition but which not have influence on economic development in African society. The four factors investigated in this regard of employment opportunities which was 43.8% living standard/ per capita income, was 34.12%, contributions to provision of society needs was 41.29%, while safety and security was 37.5%

This result implied that out of the four factors studied in regard to acquisition of skills influence on development in African countries, not a single one attained the mark of 50%

This major issue therefore was that, while there was no equity between investment and demand on education, there were also no consideration for factors of attainment of dignified education that could motivate productivity for economic development. Probably, these have been the reasons why education in African countries has not been able to move the societies into the fold of contemporary development attained by countries in the western world such as Britain, Germany, America, and France etc. The result of the findings was supported by UNDP (2001) and the Third World Institution (2001) who agreed that if the backward societies particularly in the area of development were to achieve success in equity they should be brought under control through what Armstrong (2003) advised should flow from knowledge and skill transferred from persons to persons or from person to data base which Tan(2000) further confirmed should follow the process of systematic management and organization in the identification, provisions and distribution of investment.

### **Conclusion and Recommendation**

In this study, we worked at the analyses of Demand equity with investment in education in African countries. The result led us to conclude that there was no equity between demand and investment in education in the continent. The result also to the conclusion that the major factors for skills acquisition were given any regard in Africa hence the skilled persons are not motivated to contribute to economic development in the continent. Thus, our recommendation was that, national leaders and education managers should urgently develop strategies to reverse this trend so that the expected educational power in the pursuit of development goals in African societies could be attained rapidly.

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## **Education as Principle of policy to Promote Egalitarian Society**

Abdul Quddoos Sial\*

### **Abstract**

*Sovereign status of a state as political tribute for the nation is also expected to endow its blessings. There are certain pre-requisites for producing egalitarian society. Rule of law is fundamental requirement to establish social welfare state. Promotion of education for the purpose of producing cognizant public is important step. That can create responsible representative institutions for promotion of social justice system in the society. Popular support of the masses in producing and maintaining constitutionalism is based upon the capacity of the nation to know their social and legal responsibilities. This study presents that unless state empowers the nation by means of education to know their responsibilities, rule of law may not be established. Education is a fundamental step that can open venues for attainment of rest of the objectives. Promotion of education in Pakistan is in unstable condition. The study presents constitutional guarantees for implementation of this objective and explores reasons preventing growth of education in the society. The study maintains that there is deep reciprocity in educated population and social welfare system. State has to expand opportunities for educating its population. Conscientious population may be expected to strengthen egalitarian rule in the country.*

**Keywords:** Rule of law, Principle of policy, Egalitarian Society, Social Welfare System, Role of Education, Capacity building, Sovereign status

### **Background**

Independence of nation is the transfer of sovereign authority from an alien concentrated authority to sprinkled native population. Transfer of power under sovereign transaction from ruling class to general population did not take place in Pakistan. The transfer of power as sovereign representative feature as explained in (Black law dictionary 1968) as public authority, had to take place provided the transferee had the capability to assume the sovereign responsibilities. Mode of representation had to familiarize the population with sovereign responsibilities. This did not happen as it should have happened in continuity of the process of freedom movement. State failed to develop a system based on principles of law and constitution. The population also disassociated from its own development for lack of realization. Illiteracy and backwardness has been the weakest point of general population. Education system, which could have, boosted the morale of the nation has never been strong point of the domestic policies. The state is running a scattered system of education, comprising of elite private institutions, the government-run institutions and the conventional “*Madrasah*” system.

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\* Chairman, Department of Law, The Islamia University of Bahawalpur

Political development is linked with public participation, which was not active as required. Political disorganization promoted lawlessness in the society. Each institution of state failed to function necessarily to deliver good to the nation scattered all over and therefore suffered deterioration. The consequences are grave. Pakistan as seen by the outside world has emerged as a terrorist sanctuary for some of the world's most violent groups, including al-Qaeda, the Taliban, and homegrown militants, that threaten the stability of Pakistan as well as the region. (Bajoria, 2009) This repute bears negative implications for all aspects of national life.

Since the government has failed to provide quality education to its population, it has fabricated several weak points in its education system. Private institutions have become an indispensable necessity of the society. Government has no proper control over these institutions. This aspect has divided the society into ruling and ruled sections as practiced prior to freedom posture. The beneficiaries of the system are preventing growth of mass education in their lasting interests in the society. Since independence limited number of people obtained this opportunity. State system with its resources at the disposal of elites has been promoting this opening for their own class. General public was not mobilized and capacitated to assume national responsibilities. That is why society in general failed to develop capacity and mobility to perform its democratic function and in return no popular governing system unfortunately could develop in the country.

The Disconcertment of state regarding its fundamental obligation has allowed adventurism to grow. Pakistan's poor public education system has been exploited by extremist groups and slowed the country's development. Charitable organizations privately importing religious education have been taken over by violent groups. These groups are infusing misinterpreted theories of Islamic system regarding penal liabilities, social system and system of jihad. These circumstances as analyzed by (Bajoria, 2009) are creation of irresponsible policies of state for leaving the population unaeducated or privately educated through charitable organizations. Analysts are of the view that comprehensive reforms in education sector are an essential element in stabilizing the country that is fighting on several fronts to rehabilitate its population.

There are certain basic facilitating factors to produce in the population the capacity to function as democratic society. The most important factor among others as applied by the nations worldwide is education for all. The circumstances at home are different as there is found no harmony and consistency on national academic plans. There is a gloomy picture concerning improvement of basic education in the country. Lack of access to academic institutions increases the chances of children being exploited, and of becoming involved in unlawful activities. Lack of education in generally leads to growing poverty and crime in the society. Consequently there are hardly gracious employment opportunities for the illiterate and unskilled class of population. This sector spoils the basic fabric of the civil society.

There are several excuses with state department for not paying due regard to basic requirements of the society. Yet the state has to realize that there is no way out except what is the recognized mode of developing an egalitarian society based on fundamental principles like educated population.

### **Issues**

The first issue relating to education is the determination of actual literacy rate in the country. The government of Pakistan claims that it has a literacy rate of 47%. However, independent analysts and educational organizations put the actual figure at about 20%. Regardless of the basic issue the quality of education is going from bad to worse day-by-day. Thousands of government schools are ghost schools existing on paper only. Thousands of ghost teachers have been drawing salaries from the education departments of the four provinces. They do not perform any actual teaching since there are no functioning schools. (Nadeem Khan 2002) A report released by the Society for the Protection of the Rights of the Child (Sparc) gives a gloomy picture of education in Pakistan. About 40 per cent of the country's children of school-going age cannot access education. World Economic Forum's latest Global Competitiveness Report ranks Pakistan 117 out of 134 countries in terms of quality primary education. It adds that 20 per cent of the country lacks basic educational facilities, and that the Rs6.5bn public sector development program 2007-08 failed to address this issue.

### **Statistics From various sources:**

Total Adult Literacy Rate: 55% -UNNICEF Pakistan Statistics 2008

Total Adult Literacy Rate: 54% (Male 66.25%, Female 41.75%) – (Pakistan Ministry of Education) <http://pakistanimes.net2007>

Punjab: 60.8% (Male 70%, Female 51%)

NWFP: 47.4% (Male 63%, Female 30.8%)

Sindh: 5.15% (Male 60.5%, Female 42.5%)

Balochistan: 34% (Male 45%, Female 23%)

Total Literacy Rate: 49% (Wiki Rankings) (<http://em.wikipedia.org/wiki>)

Total Literacy Rate 50% CIA Fact Book- Est 2005) <https://www.cia.gov>)

Pakistan is signatory to the “Dakar Declaration” of 2003 to achieve 85 percent literacy rate by 2015. Primary school enrolment was less than seventy percent and even in this, as many as 30 percent get dropped out before acquiring basic literacy skills.

There are other specific issues concerning teaching community of the state. This community is another side of the education system that needs equal attention for the material expansion of literacy ranking. Teachers the most vital source in educational reforms have no access to their democratic rights. All stakeholders have the right to live a respectably life in all aspects i.e. personal, social, cultural, religious, economic, beliefs and practices in a proper manner.

Our system of education is far behind the meaningful standard calculated to meet the deficiencies. In historical perspective the nation failed to perform their fundamental responsibilities in time, therefore had no determined course of action to pursue policies of social uplift including education. In sovereign democratic state constitution has meaningful place for development of democratic culture. The first Constitution made after a period of nine years resistance of establishment, had good opening for development of public rule. That had enough theoretical resources to develop and model the society to function as sovereign nation. Non-implementation reduced the potential of the society to maintain rule of law and obtain its reimbursement. Politically groomed society was squeezed to silence by extra constitutional regimes for many years. If the constitution had been given supremacy, must have function in a systematic manner. Each state institution had to perform its role according to principles for producing capacity among general public enabling them to remain attached with their democratic obligations. These are some of the reasons of our failure to produce egalitarian society in our state.

Constitution furnishes general guideline for development of public capacity enabling it to govern the state system. In its scheme of function principles of policy stand at central position. These principles provide constant growth and maintenance of certain prerequisite without which public capacity fails to achieve the aim of keeping the state system in its hand. Principles of policy fix direction for public institutions to keep in mind in pursuing policies of public interests. It requires public and government both to function in a manner to ensure continuity of the state social welfare system by the force of trusted principles.

### **Principles of Policy**

Common heritage of erudite public has enabled developed states to meet success in establishing an egalitarian society. The incorporation of fundamental rights and directives of policy principles in the modern constitutions have the same objective. Their origin in the 'Declaration of Independence of America 1776 and 'Declaration of the rights of citizen adopted in 1789 by the French National Assembly and later adopted in the French Constitution of 1794 and 1795 indicate the urge of founding a strong base for democratic rule. (Dudeja V.L.1986, 76) In developing democratic culture documents like the *Magna Carta* 1215, the Habeas Corpus Act of 1679, the Bill of Rights 1689, the American Declaration of Independence 1776 and the French declarations of rights 1789 all have same emphasis for the aim.

Principles of policy as prescribed in Chapter 2, Part II of the Constitution of Pakistan 1973 has central scheme for promoting democratic system in the state. Articles 29 to 40 of the Constitution of 1973 symbolize the contents of principles of policy. In this context it has been described in the constitution that it is responsibility of each organ and authority of the state and of each person performing functions on behalf of an organ or authority of the state, to act in accordance with those principles in so far as they relate to

functions of the organ or authority. The principle although shall be regarded subject to availability of resources. There is still no peculiarity as this is the same under the Indian Constitution (Ghosh, 1991). The Constitution of Pakistan in its above stated provisions has devised the system for furnishing enabling necessities to public in general that can produce capable of strengthening the system that can strengthen rule of law in the country. Specific portions of the Articles relating to promotion of education in various aspects are produced as under;

### **Article 37.Promotion of Social Justice**

The state shall-

- (a) Promote, with special care, the educational and economic interest of the backward classes or areas;
- (b) Remove illiteracy and provide free and compulsory secondary education within minimum possible period;
- (c) Make technical and professional education generally available and higher education equally accessible to all on the basis of merit.
- (d) Enable the people of different areas, through education, training, agricultural industrial development and other methods, to participate in all form of national activities including employment in the services of Pakistan.

### **Article 38: Promotion of Social and Economic Well being of the people**

The Sate shall-

- (e) Provide basic necessities of life, such as food, clothing housing, education and medical relief for all such citizens irrespective of sex, cast, creed or race as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment.

The above provisions are the principles of guideline prescribed under the Articles of the Constitution of 1973. The Superior Courts of Pakistan have also supplemented the cause of education to be completed in shortest span of time. The Supreme Court of Pakistan has ruled that it is bounden duty of State to remove illiteracy and provide free and compulsory secondary education within minimum possible period as contemplated in (Art. 37(b) 2005 SCJ 97).

In order to assure realization of the principles there is a procedure in the constitution for their gradual growth. It has been prescribed that in respect of each year, the President in relation to the affairs of Federation, and the Governor of each Province in relation to affairs of his Province shall cause to be prepared and laid before the National Assembly or Provincial Assembly a report on the observance and implementation of the principles of policy including policy on education. It is further provided that provision shall be made in the rules of procedure of the National Assembly or as the case may be the Provincial Assembly for discussion on such report (*Khusa*, 1988, Art 29). By these



provisions constitution requires steps to be taken for understanding fundamental principles and basic concept of Islamic governing system (Khan, 1986. Art 31). Moving further constitution set emphasis on creation of conditions conducive for development and promotion of egalitarian rule by means of education in the country.

The objectives of state are always meaningful for each nation. Our nation has a long history of political movements for socio-economic rights. Its starting point may be seen in constitution of India Bill 1895 and in series of Congress and Muslim League Resolutions between 1885 and 1947. (Dudeja V.L.1986) Behind every exertion lies the objective. If an endeavor is not followed by the objective or is not serving cause to whole nation equitably, efforts of the nation are rendered worthless. What has been achieved out of the efforts and what is comeback is relevant for this study. We have been unable to find solution to our most basic problems, be they political, economical or social. Socially, the sectors of education and health are in shambles. The society stands polarized between rich and poor, moderate and extremist, liberal and orthodox, peace loving and violent. Poverty has grown as ratio of population has jumped many folds. Population growth has been extraordinary in fifty-six years and developments have not kept pace with it. Consequently majority of the population is suffering non-availability of basic amenities and is in lifelong hardships. Our biggest breakdown has been on the side of education. Inability to develop a viable system of education is misfortune that has created much more for the nation to suffer. The rise of terrorism as apprehended by (Siddiqi 2005) in the areas where level of education is extremely low has created an image that will take decades to correct.

The object of education is to promote social, economic and cultural awareness, which promote life, liberty and dignity. The right to literacy therefore, not only guarantees genuine freedom, but freedom from wants, illiteracy, ignorance, poverty and above all freedom from arbitrary restraint from authority. These rights are not unique to our society. They reflect what has been provided in some of the Articles of Universal Declaration of Human Rights. Supreme Court of Pakistan has accorded tacit recognition to it. Supreme Court, while construing the fundamental rights referred articles of the Universal Declaration of Human Rights “there is no inconsistency with the object to place liberal construction as to extend maximum benefits to the people and to have uniformity with the comity of nations. (*Al-Jehad Trust v Federation* 1999, 1379) These are required to be construed in consonance with the changed conditions of the society and must be viewed and interpreted with a vision to the future. (*Nawaz Sharif v Federation* 1993, 473) This is the agenda of elevating physical and intellectual standard of the society through education in order to elevate the capacity of each individual to live and enjoy the span of life shared with state democratic system.

### **Analysis of issues**

Each government has tried to address the factors preventing magnification of education in the country by several means. Improvements in smaller form although have been brought in certain areas. Yet the intensity of the issues almost remains the same. State organizations worked for changing the curriculum, preparing standard textbooks and resolving the problem of medium of instruction. But due to the policies and reforms without implementation, the mismatch in public and private systems no substantial change has been introduced so far. Among others the issue is negligible participation of community due to broken homes, poverty, orphanage, divorced families, and social status of parents, family educational background, and child labor. These factors are causing deterioration in the existing system of education.

Basic inability of the population in rural areas is their failure to come into contact with educational structure. This is the poverty factor, which is not sparing them to think of their basic responsibilities. Pakistan National Human Development (UNDP) surveys revealed worrying aspect of poverty in Pakistan. It was assessed that it is difficult for a poor person to break out of his poverty, however hard he may try. The system has not opened its resources on basic right of education. People who have no means of living cannot fund for their education. At the moment the issue is not only furnishing opportunities to the population for putting them in the process of literacy. The real issue is to create attachment of population for literacy by detaching them from the problems that are stuck in pushing them in the trend of illiteracy. Overall this is the general social condition, which is to be treated.

Ideology of Pakistan also prescribes Islamic principles of social justice as embodied in Article 2-A, 29 and 38. This includes promotion of education as part of faith. (*Shaukat Ali v. Govt of Punjab* 1992, 277) State is obliged to further ends of social justice, which obligates it to ensure inexpensive and expeditious justice to the people of Pakistan in furtherance of principles of policy contained in Article 37 (d). (*Riazuddin v. Aqeelur Rehman* 1993, 141) Chief Justice *Mohammad Afzal Zullah* observing that there is no bar in the performance of its functions in exercise of its jurisdiction and powers to act or to declare to follow principles. It can take any action of declaring any law in accordance therewith and there is nothing to prevent it from doing so (*Nizam v. Add. Dist. Judge* 1976).

### **Review of Judgments of Superior Courts**

Judgments of the courts have substantial guidance on central part of the subject. Courts are of the view that principle of policy regarding education has been framed to cover general aspects of social welfare. These directive principles are binding and their non-observance would mean breach of faith. The *Sindh* High Court has appropriately described the nature and importance of the principles of policy for the establishment of constitutionalism in the society. The enforcement of directive principles is although

optional under the provisions of the constitution, yet *Sindh* High Court has termed non-compliance of the directives as unconstitutional act. The court observed;

Constitution calls upon the state to perform its duties to achieve the status of welfare state. Therefore conferring on the people the rights to their well-being, and for the performance of which the state is constitutionally and morally obliged. In other words, it is the constitutional requirement that in the state's performance of these duties. Non-compliance of these directives would be as much unconstitutional as it would if the courts had made them enforceable (*Farhat Jalil v. Province of Sindh* 1990, 342).

Supreme Court of India ruled that policies of state regarding education and public rights are complementary to each other. (*State of M.P v. Pramod Bharatia*) These are nucleus of state basic functions. Principles are instruments of instructions, which both legislature and executive are expected to respect and follow. (*Nusserwanji v. State of Bombay* 1951, 210) Principles prescribe the goal to be attained and rights lay down means by which that goal is to be achieved. (*Keshvana Bharati v. State of Kerala* 1973 1461)

Constitutional obligations concerning education need implementation with tremendous enthusiasm. Ignoring proper implementation or doing what is unavoidable or when forced upon have not produced results for development of democratic culture in Pakistan. Constant consolidation of energies for establishment of social order has never been realized in the country. The consequences of this evasion are not simple. The ignorance at present level has the potential to effect enthusiasm of people for enhancement of national interests in due course of time.

### **Strategies for improvement/Literacy and Nation-Building**

Public mobilization from the basic level through basic education is mandatory for growth of democratic culture in the country. Grass root mobilization is allied with first and foremost section of society. Eighty percent population resides in vast scattered rural areas. Coherent evolution starts from the basic level. Local government institutions are eagerly founded and create instant link between public and state institutions. These are kindergartens of political movement and provide nourishment to systematic development of social system of the state. It is required that basic units of education must be strong. These institutions are of the area concerned. Qualified community should represent this section of population. That can increase enlargement of democratic culture at further levels.

The society of Pakistan is moderately divided of different cultural patterns. Certain cultural facts design force of social distinctions. The challenges like cultural deviation, worldwide threats to security and rapidly changing world increases the need for an active, informed and responsible population, which demands accepted aim of education. In a pluralist society rest with such diversities, the process of social harmony, strengthening of

democracy and tolerance can meaningfully be promoted through the instrumentality of media education, which acts with a measure of objectivity. Radio and television should be given the policy guideline for the promotion of education aimed at rectification of social prejudices (Independent N. C. v. Federal W.B. 1993 1533).

The nation needs the state to function as modern democratic state. Fundamental concerns of the state system should be to produce sentiments of devotion. This is possible by production of vast scale perception through instruction equitably benefiting each section of the society. The constitution requires full participation of women in all spheres of national life (*Ahsan*, 1973, Art 34). This section of the society constitutionally entitled to entire range of fundamental right has yet to strive to attain the required level of education. The social conditions creating discriminatory outlook for women has to be reviewed. Educating women community is like opening an academic institution at each home. Boosting steps on state level have to be taken to provide means and environment in which they may feel comfortably secure and facilitated therefore permitted to have education at all level. The constitution confers the feminine society twin defense of family protection (Kakakhel, 1998 Art. 35). It prescribes that state shall protect marriage, family, the mother and child. Without the support of education in what manner rationale of the constitution is to be implemented. If served it will hand out collective well being of the society and will enable state system to have progressive opening.

Prime Minister *Yousf Raza Gillani* in a seminar admitted that “literacy, for sure, is the lifeline of any developed country and there is thus no denial to the fact that it alone is pivotal to human progress, most important key to development, and so vital for poverty alleviation.” Approaching the Literacy Year 2010’ organized by the National Commission for Human Development provided an insight and drive campaign to increase literacy in Pakistan. At this seminar Prime Minister *Gillani* also highlighted that Pakistan is targeting 66% literacy rate by the end of 2010. The United Nations Educational, Scientific and Cultural Organization, (UNESCO), proposes underdeveloped nations to allocate at least 4% of its total GDP for education.

Principles of social justice have to determine the scope of individual rights and necessary restrictions on such rights. It requires promotion of educational and economic interest of backward classes or areas with special care. *Mohammad Ali Jinnah* declared in the first Pakistan Education Conference November, 1947 that if we want to make a real, speedy and substantial progress, we should plan educational policy that is best suited to the genius of our people. He emphasized on scientific and technical education to make development in the fields of science, commerce, trade and particularly well-planned industries. (Adeeb, 2006) The state that gained independence sixty years ago has poorer literacy record. Many other third world countries like Kenya, Malaysia, Indonesia, Sri Lanka, which gained freedom later than we did, have reached close to hundred per cent.

## **Conclusion**

Literate population may not completely enable the government to attain all kinds of achievements, yet may be found more responsive to share nation building process. Education is an aid to make social and economic democracy a truism. (*Julobhai v State of Gujrat* 1995, 1942) Being conscience, the domain is main thrust of commitment to socio-economic justice in the society and basis of all legislative and executive actions. All these efforts can lead to the establishment of an egalitarian society under the rule of law, if not the provisions will prove a mere rope of sand. (*Benazir Bhutto v. Federation*, 1988, 416)

State has to decentralize the governing administration relating to education to facilitate expeditious disposal of its business to meet the convenience and requirement of the general public. (Ministry of Parliamentary affairs 1985. 37) State activities in all such fields of social welfare are far behind the standard as should have been, had there been eager compliance of obligations under the constitution.

Most of the aspirations are dependent upon the democratic working of parliament. Parliamentarians have greater role in enforcement of state policies. These obligations can be enforced through public awareness supported by their chosen representative in national and provincial assemblies. (*Rizvi*, 2005, 284). This notion is promising when the parliament is composed of parliamentarians meeting all prescribed conditions. Contrarily parliamentarians are not eagerly taking their own qualification as serious responsibility. Large number of members is facing disqualification on the grounds of producing fake degrees before election commission. No concrete step is expected until the majority of the parliamentarians are also as educated as required for the performance of function they are reposed to perform in representative institutions of the state.

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## **Measuring the Psychological Morbidity among Eunuchs (Hijras) of Bahawalpur City**

Muhammad Saleem\*

Ejaz Hussain\*\*

Masood Nadeem\*\*\*

Aqeel Ahmad Khan\*\*\*\*

### **Abstract**

*The aim of this study was to measure the psychological morbidity among eunuchs of Bahawalpur City by using GHQ-12. A sample of 316 eunuchs aged 20-50 years old completed the self administered questionnaire. In addition, reliability of GHQ-12 (Urdu) was measured using split-half and internal consistency method, for validity "forward-backward" translation method was adopted. Finally, factor structure of the questionnaire was extracted by performing principle component analysis with oblique rotation solution. In all 316 eunuchs included in the study (Mean = 34 years, & Standard Deviation = 6.16). Using the Likert scale (0-3), the mean GHQ score was 11.1 (SD=10.5). The principle component analysis with oblique rotation solution indicated that GHQ-12 was a measure of psychological morbidity (59.5 %) with two factor analysis (F1, 57% and F2, 62%). The findings of the study showed that eunuchs of Bahawalpur City are facing moderate psychological morbidity.*

**Keywords:** Psychological Morbidity, Eunuchs, Bed and Guard, Potential Usurpers, Psychological Aid

### **Introduction**

The word 'eunuch' comes from a Greek compound of "bed" and "guard." Eunuchs had the responsibility of guarding the marriage bed. "They were qualified for that social function by being disqualified from a biological one. (Taylor, 2000). Eunuchs divided into two groups, those who castrate themselves voluntarily for religious reasons and those who are castrated by others either as a punishment or in order to create an individual who is significantly different from a whole man (Ringrose, 2007).

Eunuchs have no motive for wealth and no ambition for position, eunuchs would have no desire selling palace secrets or conniving with potential usurpers. Ideally the castrati would thus demonstrate absolute loyalty to his employer ("The Eunuchs", 2003). Like other part of the world the attitude towards *hijras* in Pakistan is also very discriminatory and biased. They are also denied health and psychological or psychotherapeutic assistance. Victims of gender identity problem carry out castrations without any medical

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\* Lecturer, Department of Applied Psychology, The Islamia University of Bahawalpur

\*\* Department of Applied Psychology, The Islamia University of Bahawalpur

\*\*\* Assistant Professor, Department of Applied Psychology, The Islamia University of Bahawalpur

\*\*\*\* Lecturer, Department of Applied Psychology, The Islamia University of Bahawalpur

and psychological aid. They indulge in self-remedy including hormone taking without prescription, using silicone injections and at extreme auto-castrations. No one is there to understand them and find solution to their problems (Sharma, 2000; Talwar, 1999; Winter, 2002).

In Pakistan, eunuchs are facing troublesome in every respect; they are living below poverty line, no self respect, always being called with nick (insulting) names like 'Khusra', 'Zanana', 'Mukhanus', 'Chakka', 'Morat' and 'Hijra'. They live in isolated colonies and in slums most often. They are also being used as a cheap tool of sexual gratification. Eunuchs are lead by guru (teacher) who decides the fate of his chaila (student), they typically prefer to become wedding dancers. A small ruling, with strong social significance made its way into news headlines this week. Pakistan's Supreme Court wills to recognize the plight of eunuchs, or hijras. Unreliable census numbers suggest that there are at least 400 000 Pakistanis that identify as transgendered and they are subject to some of the fiercest persecution in the country. Despite strong prejudice, this has been a neglected community from official eyes for as long as Pakistan has existed, donning this week's ruling, at least at a psychological level, as at least a symbolic attempt at integration.(Sana Malik, 2009).

Difficult as it is for ordinary citizens to get a response from state institutions, it is infinitely more grueling for a community which faces rejection, ridicule and physical abuse on a daily basis.(The Express Tribune, Nov,15,2010). The hijras are a religious community of men who dress and act like women and whose culture centers on the worship of Bahuchara Mata, one of the many versions of the Mother Goddess worshipped throughout India (Slijper, 1997). In some cultures they are considered as neither men nor women and not necessarily be considered as deviant as they occupy respectable social position (Bartlett, Vasey & Bukowski, 2000).

In Islam women are required to observe Pardah (veil) from male hermaphrodite. In Hadith (sayings of Prophet Muhammad, SAW), effeminate men are forbidden to enter upon women as they may have interest in women, notwithstanding without natural sexual prowess. Prophet Muhammad (SAW) forbade the entry of an effeminate man in his household, since He (SAW) had heard him relishing the description of physical features of a woman. The narration exhibited amply the effeminate man's interest in the women (Sahi Bukhari, 1986, p. 119; Sunnan-e-Ibne Maja, 1983, p. 533).

Our understandings of eunuchs' problems (psychological or physical) facilitate them to solve their psychological and financial problems of *hijras* and make their life comfortable and productive for society at large (Jami, n.d.). Large people do not like to interact with them. Preliminary results of my research ( $N= 295$ ) show that 50% of individual meet/ see them once in a year, 28% meet/see them once in a month, 12% meet/see once in a week



while 6% related seeing/meeting every day, while 2% did not see/meet them in their life. Talking about them in the family is not taken in good stead (Jami, n.d.).

Assessment of psychological morbidity in different populations is in fashion now days like “Psychological morbidity, sources of stress and coping strategies among undergraduate medical students of Nepal (Sreeramareddy, et al. 2007).” & “Increased postwar symptoms and psychological morbidity among U.S. Navy Gulf War veterans (Gray, 1999). & “Suicide probability and psychological morbidity secondary to HIV infection: a control stud (Grassi, Mondardini, Pavanati, Sighinolfi, Serra, & Ghinelli, 2001).

The above scenario reflects the miserable plight of eunuchs living as minority in Pakistan. In the light of above mentioned stressors there is possibility eunuchs are facing some psychological problems like social dysfunction and psychological distress. According to Goldberg & William (1988) minor psychological disorders may lead to severe psychiatric problems.

Here is strong need to explore the level of distress and social dysfunction among eunuchs of Bahawalpur so that they may be remedied earlier.

### **Method**

The sample size was 316 participants (eunuch) selected by snowball sampling. Before taking sample it was surveyed that total population of eunuchs was 1500, located in different colonies / slums of Bahawalpur. GHQ-12 (A self administered tool) was used after translating it from English into Urdu by using standard “Forward-Backward” method. Finally after pilot testing GHQ-12 was administered to a sample (n=316) of eunuchs aged 20-50 years old, (Mean-34, SD-6.15). In addition each respondent was asked to complete a short questionnaire by selecting option 0-3 (Likert Scale).

Reliability of the GHQ-12 (Urdu) was measured by using split-half and internal consistency method. Furthermore, the factor structure of questionnaire was extracted by performing principle component analysis (F1, F2) using oblique factor solution. The study used likert scale (0, 1, 2, and 3) rather than Goldberg’s original scoring method (Bi-Modal, 0, 0, 1, 1).

### **Results**

In total 316 eunuchs aged 20-50 years included in the study. The descriptive findings are presented in table 1.0. The mean age of the respondent was 34 years and standard deviation was 6.16. Most of eunuchs were Unemployed (86%), Beautician (06%), Tailor (05%), and Chef (03%). By using the Likert scale (0-3) the mean GHQ score was found to be 11.1 and SD 10.5. Most of eunuchs (60%) were observed illiterate, primary pass (28%) matriculation (11%) and intermediate (01%).

*Table-1: The Characteristics of Eunuchs and Their Descriptive Findings  
(N = 316)*

	<b>Category</b>	<b>No.</b>	<b>%</b>
<b>Age (group)</b>	21–30	79	25
	31–40	190	60
	41–50	47	15
	Mean (SD)	34 (6.15)	
	Third Gender (n=316)		
<b>Gender</b> <b>Educational level (n = 128)</b>	Primary	90	28
	Matriculation	35	11
	Intermediate	03	01
<b>Employment status (n = 316)</b>	Chef	09	03
	Tailor	16	05
	Beautician	18	06
	Unemployed (Wedding Dancers)	273	86
<b>GHQ Score</b>	Mean (SD)	11.1 (10.5)	
	Range	0–36 (Likert Scale, 0,1,2,3)	

Reliability of the GHQ-12 was measured using split-half and internal consistency method. The validity of GHQ-12 (Urdu) was found satisfactory in pilot testing. The principle component analysis with oblique rotation solution was performed and to distinct factors (F1 = Psychological Distress, 57% and F2 = Social Dysfunction, 62%) were calculated on the basis of data in sample.

*Table-2: Factor Structure of The GHQ-12 Using Oblique Rotation Solution*

<b>GHQ-12 Items</b>	<b>Factor 1 (Psychological Distress)</b>	<b>Factor 2 (Social Dysfunction)</b>
1. Able to concentrate	0.76(240)	---
2. Lost much sleep	-----	0.83(262)
3. Playing useful part	0.41(130)	---

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4. Capable of making decisions	0.77(243)	---
5. Under stress	---	0.68(215)
6. Could not overcome difficulties	---	0.63(199)
7. Enjoy normal activities	0.33(104)	0.67(212)
8. Face up to problems	0.56(177)	---
9. Feeling unhappy and depressed	---	0.57(180)
10. Losing confidence	0.53(167)	---
11. Thinking of self as worthless	0.60(190)	---
12. Feeling reasonably happy	---	0.33(104)
<i>Psychological Morbidity (factor 1+ factor 2, divided by 2)</i>	<b>56.57(57%)</b>	<b>61.83(62%)</b>

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- Item No 7 (enjoy normal activities) is included in both factors.

### **Conclusion**

Moderate psychological morbidity (59.5%), Psychological distress (57%) and social dysfunctions (62%) are observed on the basis of sample data.

### **Discussion**

GHQ-12 is a well reputed research tool for the measurement of psychological morbidity (psychological distress and social dysfunction). However, it does not meet the criteria of standard psychological diagnosis. In general findings of this research exhibits promising results and were comparable with other researches available in the field of psychology.

It is commented that GHQ-12 was basically designed as a independent screening measure for psychological problems but it has a multidimensional structure, So it is suitable for the measurement of psychological morbidity. We used the likert scale method and the result showed that this method appears to be fruitful. The eunuchs who scored above the mean show an indication of psychological distress and social dysfunction due to poor self esteem, low confidence, worthlessness and biased attitude of general public toward them.

However 316 eunuchs were a selected sample from Bahawalpur and thus it cannot be generalized to whole population of the eunuchs in Pakistan.

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## **Factors Responsible for High Dropout Rate at Primary Level Education in Pakistan**

Col. (R) Muhammad Altaf Qureshi\*  
Hamid Khan Niazi\*\*

### **Abstract**

*The purpose of the paper was to study Factors Responsible for High Dropout Rate at Primary Level Education and suggest measures to improve the state with regard to Retention at Primary level in the country. The main objective of the study were: (i) to identify the causes of high dropout (ii) to critically analyze the factors responsible for high dropout rate (iii) to suggest measures to alleviate these factors thus ensuring high retention. All education policies and related documents were critically analyzed to identify various factors responsible for high dropout rate. In addition opinion of Planners, Administrators, Heads of institutions and teachers was gathered through submission of an exhaustive questionnaire administered in person, to determine the causes of high dropout rate at primary level in the country. The total sample included 500 subjects which comprised 200 parents and 300 teachers including 50 heads of institutions, from different strata of schools stratified as Federal Government Educational Institutions(C/G), educational institutions of Federal Government Educational Directorate, Islamabad, educational institutions of Directorate of Elementary Education, Rawalpindi. Document analysis of educational policies and the plans, revealed that the major objective of these entire document was to achieve UPE since the inception in Pakistan in 1947. However, the political instability and the inconsistency in educational policies, constrained resources and high dropout rate were the major constraints in holding back the capacity of the primary education system to respond effectively in achieving this goal. In this study efforts have been made to identify various factors responsible for high dropout rate in Pakistan and suggest remedial measures. Major factors found are parental poor financial conditions, poor quality of education, lack of amenities and a weak assessment and monitoring system.*

**Keywords:** Universal Primary Education, Dropout Rate, Participation Rate, Literacy Rate, Financial Constraints, Parental Motivation Child Labour

### **Introduction**

This paper provides an insight into the problem of high drop rate in Pakistan at elementary level. Dropout means that a child who gets enrolled in a school fails to continue due to various reasons and leaves schooling without completion of grade V. According to National Education Census the dropout rate is about 31 percent from grade I–V, which signifies that about 8.6 million children are out of school (Shami, 2007; p1)

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\* Preston University Islamabad Campus

\*\* Chairman Department of EPM AIOU Islamabad

Pakistan has been through many educational policies and five year plans which served as conceptual frameworks and plans of action for the development of education in the country which were followed by Educational Policies of 1970, 1972, 1972-80, 1979, 1992 and 1998-2010. The pivot of all policies was the achievement of universal primary education. However, the desired target could not be achieved due to a very high dropout rate at primary and secondary level. The dropout of students has an adverse effect on the educational system leading to humiliation, discouragement and de-motivation of students on one hand and a great wastage on the other.

### **Causes of Drop Out**

The factors responsible for dropout may be internal and external to an education system.

#### **Internal factors**

The internal factors responsible for high dropout rates are basic amenities in schools, poor quality of education which encompasses pedagogical practices, irrelevant and uninteresting curriculum, untrained and unqualified teachers, teachers harsh attitude, poor school administration, security hazards frequent teachers' transfers, managerial training of school administration, overcrowded classes ,etc.

#### **External Factors**

These include parental motivation, weak parental financial condition, accessibility, poverty, poor health condition of students, large number of subjects, morale of repeaters, varying interest of students in studies, child labour and rote learning, etc.

### **Findings of the study**

The target of UPE could not be achieved in Pakistan despite formulation of various strategies and a number of provisions in national education policies and plans due to a number of impediments, one of them being the high dropout rate. This study was an attempt to evaluation of factors responsible for high dropout rate at primary level education. Thus a need was felt to evaluate the causes of high dropout rate with a view to suggesting various measures to eliminate this factor altogether. Major causes of high dropout rate are considered to be as follows:

#### **Quality of education:**

Delivery of quality primary education was negatively affected by the non-availability of trained, competent and devoted teachers. Also, appointment of teachers of lower qualification, sometimes as a result of political patronage was a contributory factor for low quality of primary education. Poor quality of education has resulted into high dropoutrate, increased number of failures, repeaters and low enrolment rate. In order reduce the impact of poor quality of education in primary schools, there is a need to look into various measures like improvement of teacher training programmes, enhancement of teachers' status, provision for incentives for good performance, provision of

administrative facilities like transport, accommodation and extra allowance to female teachers

### **The curriculum and textbooks**

The existing primary school curriculum is highly demanding, difficult and lacks conceptual learning. Also a large number of subjects at primary level demand a high standard of involvement and hard work which tires and fatigues the young children. This extra fatigue results into boredom and lack of interest thus forcing them to leave schooling for good. Thus there is a need to integrate different subjects to reduce the size of bag. In addition, the contents of curriculum are irrelevant to the needs of students and society. These are irrelevant to the environment and to the world of work in Pakistan. The efforts made in the past for improvement of curriculum were made in isolation without involving teachers, thus such curriculum left no impact on both the teachers and student. Curriculum development is a specialized task and needs highly specialized curriculum developers. However, there is a serious problem in curriculum development that highly trained and qualified planners are not either available or do not have the capacity to develop an interesting, relevant and innovative curriculum. At the same time there is no effective feed back system which can inform the shortcomings and problems of the implemented curriculum. These factors had a negative influence on participation and retention rate thus contributing to a very high dropout rate at primary level.

### **Low Educational allocations**

The other major problem is related to financing in education and low level of government expenditure on education. Provision of low allocations and under-utilization of funds resulted into low standards of school education. This has a negative impact on students' retention in schools thereby increasing the dropout rate.

### **Accessibility**

Accessibility is another major factor which is responsible for high dropout rate. The large distances between schools and children homes makes them disinterested in their studies especially when the transport facilities are not available. This factor is more pronounced among girl students especially in rural areas. Thus there is a dire need opening new schools in close proximity of students' homes, provision of transport facilities etc.

### **School environment**

Unhealthy school environment which inculcate bad habits and violent behaviour among school children compel their parents to remove their children from school even before completion of their primary level education resulting into increase in drop out. Thus to curtail dropout rate there is need to take measures essentially required for provision of healthy school environment so that parents are willing to keep their child in school till completion of primary education. In addition measures regarding good class

management, provisions of basic amenities like water, electricity, toilets and security must be ensured.

### **Excessive Homework**

It is generally noticed that teachers assign assignments to student having no purpose and objective. The huge volume of assignment causes fatigue and disinterest among students resulting into boredom and dissatisfaction. The parents also feel dissatisfied when they find home assignments either not checked or wrongly checked by the teachers. Further school authorities expect the parents to help their children in doing their assignments. It is a matter of concern that all parents are not educated. Thus those parents tend to get their children back home without completion resulting into high dropout rate.

### **Teachers harsh Attitude**

Teachers' attitude at primary level in some schools is very harsh, insulting and humiliating. The students are abused, insulted and at times whipped. Such harsh behaviour creates aggressive attitude among students. Their personality gets distorted; feelings of hatred, aggression non cooperation are inculcated. Such students fail to cope up with such school environment and tend to leave schooling.

### **Parents Economic Problems**

Poor economic state of parents forces them to withdraw their wards from schools and put them in some jobs to earn for them. They cannot meet the demands of schools and also fail to meet the educational needs of their child due to poverty and high cost of education. Such financial pressures compel the parents to withdraw their children from schools without completing their education, thus enhancing the dropout rate.

### **Poor nutritional value**

Unbalanced diet and poor nutritional value results into a number of diseases. A suffering child needs a special attention at school. If such child is not given special care and forced to perform all strenuous activities which a normal child can perform, then there is likelihood that children suffering from poor health may leave school.

**Assessment System:** The existing annual examination system is faulty and compels the children to work hard only towards the end of the year to get through the examination. There is no system of evaluating students' performance continually; hence they resort to selective study and rote memory. Being a cumulative exam there is a lot of burden on students which creates an exam fear due to which many students fail in the examination.

### **Recommendations**

Based on the major issues, that have emerged during the course of study, following is recommended:



**Financial Constraints:** The educational allocations need to be revised from existing 2.5 percent of the GDP to minimum 4 percent of the GDP in line with UNESCO directive. This step must also enjoy the constitutional support. The increment in the financial allocation will help improving the existing schools conditions and also allow the educational administrators to establish new schools thus attracting more children to schools. The existing economic state of the country, however may not allow implementation of this step immediately so in order to tackle the problems which might arise due to financial constraints, the following measures are suggested:

- All administrators must be provided training in financial management.
- Maximum efforts to be made to avoid/reduce the wastage of resources.
- Local resources to be mobilized like utilization of Zakat and Usher funds in primary education.
- Resources once allocated to primary education sector must not be re-appropriated to other heads of education sectors.
- The unutilized resources must not be relapsed to government treasury. These must be fully utilized. In case of savings in any project that amount must be used only in projects related to only primary education.
- Heads of institutions may be provided financial autonomy and allowed to generate their own funds through kitchen gardens, and renting their grounds to people for different functions.

**Accessibility:** Access to primary education is another serious problem which hinders the efforts to curtail increase in dropout rate. Following recommendations are made in this regard:

- (a) Establishing more schools in the proximity of students' residence.
- (b) Construction of more classrooms in the existing buildings.
- (c) Transport facilities may be provided for students coming from far flung areas.

**Quality of Education:** Another factor which forces the children to leave school prematurely is the poor quality of education being imparted at primary level. The quality of education can be improved by considering the factors like curriculum, teachers, text books designing, and assessment improve the quality of education in the country:

**Curriculum:** The education must be made more relevant to the local environment, for which the following measures are suggested:

- Curriculum for primary education should be tailored to the needs and realities of the local situation. The contents should be interesting, attracting and thought provoking.
- Introduce into the curriculum Islam, Pakistani culture and traditions.
- Integrate the concept of Education and work in the curriculum of both formal and non-formal system of education.

- Curriculum should be innovative, creative and activity oriented to discourage rote learning.
- Medium of instruction at primary level should be Urdu, with English as an additional subject, concentrating maximum on development of various cognitive skills and learning grammar.
- Should inculcate the concept of dignity of labour among young children.

**Teachers:** Teachers play a pivotal role in improving the quality of education and a great motivating force in involving the children in learning process, thus there is a need to pay great attention to this segment of quality. The teachers face a number of problems which mars their performance and even their state of motivation. Following is recommended in this regard:

- Appointment of teachers should be done purely on merit based on their qualification and experience.
- Efforts to enhance their status may be made by improving their economic condition, provision basic amenities of life, attractive salaries and fringe benefits and introducing some welfare measures.
- In view of the changing role of teachers, efforts must be made to recruit teachers who are considerate, helpful and have sufficient knowledge about child psychology. They must be professionally committed and have pride in themselves for serving a better cause and making the future leadership of the nation. This will attract the children towards schools.
- The teacher training programmes must be effective and creative. These courses should contribute significantly towards their future rehabilitation after retirement.
- Harsh behaviour on the part of teachers must be severely dealt with.

**Designing Textbooks:** There is a need to seriously focus on designing of text books in order to improve the quality. Following recommendations are made in this regard:

- (a) Contents should be interesting and absorbing. These should provoke the conceptual learning instead of rote learning.
- (b) Local context should be included in textbooks. All illustrations should be made through colourful and attractive pictures and diagrams.
- (c) The experienced teachers may be tasked in designing good books.
- (d) A competition of various publishers may be held to ensure production of books of the best standard.
- (e) An extensive review of books may be made through a review committee. Local school heads and administrators can be made members of the review committee to ensure the relevance of contents.
- (f) A committee comprising professional textbook writers, experienced teachers and philanthropists may be constituted for producing books of real high standards.

### **Assessment System**

The existing examination system has no continual system of evaluation, thus many students fail at the end. The students are thus forced to repeat or quit. Failing results disgust and disappointment among students hence they leave schooling without completion. Thus there is a requirement to develop an assessment system which should regularly evaluate students' performance. Following is recommended in this regard.

- There should be no examination at the primary level and children should be given automatic promotion based on their performance throughout the year. Thus the teachers would need training in continuous evaluation and maintenance of record of children.
- At the end of fifth year the students must be tested by the Board of Examination of Elementary Education. The purpose of such tests should be to assess students' future absorption in different fields instead of awarding promotion.

### **Problems of Parents**

To overcome parents' financial problems measures must be taken to alleviate their poverty through the following measures:

- (a) Provision of skills to people for better earning.
- (b) Provision of interest free loans to people for establishing their own small business.
- (c) Provision of financial assistance to parents for education of their children.
- (d) Provision of free text books, stationery and uniform to poor students.

### **Parents' Motivation**

- (a) It should be ensured through community involvement, teachers, political leadership at local level for getting their children enrolled in schools.
- (b) Extensive use of media to highlight the educational value in the social and economic development
- (c) Introduction of incentive schemes for increasing the enrolment rate.
- (d) Parents to be made aware of advantages of having small sized family.

### **Conclusion**

Dropout is a phenomenon which results into wastage of resources both in terms of finances, time and material. A concerted effort is needed to alleviate the problem of high dropout rate at primary level to avoid wastage of resources and ultimately to contribute to the efforts of achieving UPE in Pakistan.

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## **Public Private Partnerships in Education: Practices in Pakistan**

Muhammad Nisar Ulhaq\*  
Muhammad Munir Kayani\*\*

### **Abstract**

*Partnership is a key concept to achieve 'education for all' target. There is a dire need to create multiple partnerships and broad alliances which can give birth to a new dynamic. Such partnerships have several aspects. In order to mobilize support for education for all, more people need to feel they have a responsibility towards education. The introduction of Public Private Partnerships (PPPs) across a wide range of sectors and countries at various stages of economic development has grown significantly since the last two decades. Various forms of Public Private Partnership have been implemented in different countries all over the world. This research study evaluated the current status of Public Private Partnership in education in Pakistan. Current study focused on different projects launched in Pakistan under the umbrella of partnership in the field of education. Researcher explored different documents to sort out policy provisions to private sector in different policies and documents since 1947. Different projects launched in Pakistan in National Education Policy 1998-2010 were studied. It was found that 'Afternoon School Scheme' was the most successful and thousands of new schools were upgraded through this scheme. Keeping in view the progress of different partnership project, it is recommended that Partnership projects/ schemes must be introduced in rural areas also as government due to its financial constraints is not in position to initiate and operate new educational institutions along with all human and physical facilities. Special campaigns through electronic and print media may be introduced to invite private sector to come forward and play their role in national cause.*

**Keywords:** Public Private Partnership, Education, New Dynamics, Pakistan

### **Introduction**

Education is a vital factor which plays a leading role in human development. Numerous empirical studies conducted by social scientists have established a strong correlation between education and national development (Kazmi, 2005). Education is such an important tool that government and international agencies decided to make it a joint priority and from the year 2000 adopted four new initiatives (The Millennium Development Goals (MDGs), Education for All (EFA), The United Nation's Literacy Decade (UNLD) 2003–2012 and The United Nations Decade of Education for

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\* PhD Scholar, Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, Pakistan. Email: [mnisarulhaq@yahoo.com](mailto:mnisarulhaq@yahoo.com)

\*\* Assistant Professor, Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad. Email: [drmm\\_kayani@iiu.edu.pk](mailto:drmm_kayani@iiu.edu.pk), [drmunirkayani@yahoo.com](mailto:drmunirkayani@yahoo.com)

Sustainable Development (DESD) 2005–2014) to work together for development and for education (Adams, 2006).

### **Public Private Partnership**

Cambridge Learners Dictionary (2002) describes partnership as working together to achieve something; whereas, a partner is defined as a person who works with another person, in attaining a common aim. The nature of partnership is different in different scenarios, at different time period. Shaeffer (1994) highlights two terms ‘involvement’ and ‘participation’ with regards to partnership. Many analysts consider involvement and participation as weaker forms of activities, whereas, partnership requires more firm involvement. There is a lot of difference between partners and participants. Partners work for the attainment of a specific objective, whereas participants just cooperate in an activity.

Public-Private-Partnership (PPP) is a form to implement government programmes in joint venture with the private sector. The term private in PPP includes all non-government agencies; those may be individuals or group of individuals. The roles and responsibilities of the partners may vary from level to level and sector to sector. While in some programmes, the private contributor may have noteworthy involvement with regard to all aspects of implementation.

### **Objectives of Partnership**

It is generally agreed that prime obligation to provide education rests with national, regional and local education authorities. At the same time it is also understood that the authorities cannot be expected to meet everybody’s needs, for a variety of reasons foremost being the meager public funds. The scenario is more specific with developing countries where “Education for All” is faced with setbacks. Renewed partnership between government and non – government organizations can effectively help in attaining this goal. Ever increasing demand in education has been countered by incorporating partnerships and delivery systems (Naidoo, 2003). Another very positive aspect, as highlighted by Grimsey and Lewis (2002) is that such partnerships reduce the burden on tax payers, as provisioning gets shared by private sector, which is otherwise associated with public sector.

### **Role of Public Private Partnership in Education**

During the last decade, most of the Asian countries have experienced increased school population mainly due to following reasons:

- a. Population growth
- b. Reduction in infant mortality rate
- c. Educational awareness
- d. Financial uplift of societies

These factors have resulted into doubling and tripling of school admissions. Even if educational expenditure on a student does not change, increased number of students makes it impossible for government funding to effectively run the educational process. Same is the story with health sector too but we would restrict ourselves to education sector only. Such a situation badly calls for setting up of PPPs to cope with the public funding shortfall and also not to discourage the new intake of students. At the same time, maintaining respectable standards is also necessary.

### **Partnership: An Overview of Policy Provisions Since 1947**

The first Education Conference, 1947 specified that education at all level is primarily the government responsibility. The conference did recognize financial constraints and encouraged private initiative in elementary education (Education in Pakistan, 2007).

In the Second Education Conference (1951), the participants were more open in identifying the probable role of private sector in education. The conference admitted that central, provincial and local bodies did not possess means, finances and infrastructure to cater for the educational needs of the country. So the participation of private sector was identified and welcomed. Later National Education Commission (1959) encouraged the NGOs to assume the leading role in the process. However the commission did not define any specific avenues where the private sector could be forthcoming. Commission on Student's Problem and welfare (1966) reported upcoming commercialization and profiteering in the education. These negative trends were further added by lack of quality. Other two negative trends added by the report were the promotion of elitism and snobbery by the private institutions. The report identified more disadvantages of private education rather than the advantages. The report culminated on stressing efficient alternatives to support public sector education and better government control over the private sector.

New Education Policy (1969-70), reported over charged school fees, under paid teachers and number of administrative irregularities in the private sector education. This report also identified private education as more of problematic, rather than an alternative as viewed by Commission on Student's Problems and Welfare (1966). New Education Policy (1969-70) also recommended government legislation to streamline the education process.

The Education Policy (1972) abruptly put an end to the existing complains about the private education by nationalizing them. Before 1972, most of the privately managed institutions were the total private education institutions of Pakistan. These institutions apart from obtaining government grants also received funds from foreign sources. Fees, incomes from associated property and donations provided additional income to these institutes. The government announced to take over all the privately run educational institutions. In this way following institutions were nationalized. (Govt. of Pakistan, 2004)

a.	School	-	18926
b.	Maddaris	-	346
c.	College	-	155
d.	Technical Institutes	-	5
<b>Total :</b>			<b>19432</b>

The National Education Policy (1979) reviewed the nationalization policy. It was concluded that the experiment had failed and had resulted in the poor performance at all level. Active role of community participation was once again though necessary. It was decided that Ministry of Education (MoE) and subordinate education departments would permit private enterprise to establish institutions especially in rural areas. It was also decided that prevailing legislation on nationalization of education institutions would be suitably amended with the provision of not to be nationalized again (National Education Policy 1998-2010).

Further supportive measure like encouraging donations and tax relief etc were also put into practice. Subsequent to this policy, Punjab Private Educational Institutions (Promotion and Regulation) Ordinance was passed in 1984. Later the provinces of Sind and NWFP also enacted similar laws. Major reforms were seen in the National Education Policy (1992) with regards to involvement of private sector in the education process. Measures like interest free loans, provision lands for educational institute construction on reduced price, and tax exemptions were announced to attract the private sector to join in the education process. Donors and philanthropists were encouraged to donate. Investors were also invited to invest in the education sector. For better coordination with the private sector, National & Provincial Education Foundations were set up. Foreign support was also seeked by inviting accredited universities to open their campuses in Pakistan.

The positive impetus of the 1992 policy was rightly carried onwards in the National Education Policy 1998-2010. Government candidly recognized that the public sector lacks finances, expertise, skill and resources to undertake the education alleviation process. The government undertook further bigger steps in taking onboard the private sector and CSOs (Civil Society Organizations) on board. In the ongoing process of ESR (Education Sector Reforms), the public – private partnership has been given a great importance, with the active participation of NGOs. Following incentive package has been announced by the government for private operatives who wish to come forward and join in the process of education (Govt of Pakistan, 2003):

- Providing land for the institution free of cost or at rebated price in rural areas. Whereas in urban areas, establishing educational zones in residential areas.
- Provision of utilities like electricity, gas and water on non-commercial tariffs.
- Availability of sufficient grants through education foundations and Khushhali Bank.



- Exemption of custom and excise duties on import of educational equipment and teaching material.
- Fifty percent rebate in income tax to faculty members and management of private sector institutes.

The National Education Census of 2005 showed following:

Total Institutions	-	245,682
Private Sector	-	81,103 (33%)
Public Sector	-	164579 (67 %)

Shami, (2007) is of the view that this proved that government is rapidly moving towards its goal of shifting the load of education to the private sector as was stated in National Education Policy 1998-2010. National Education Policy 2009 recommended the development of public private partnership to ensure uniformity in standards and purposes of education. Policy recommended that government shall aim to draw upon resources from the private sector particularly in the areas of teacher education and professional development programs through public private partnerships. Moreover, university-industry partnerships were recommended to enhance research and development capacity to achieve knowledge transmission to the productive sector. This policy envisages public private partnerships to strengthen universities and colleges through local, regional, national and international partnerships in sharing their expertise and facilities to support socio-economic regeneration and growth. (National Education Policy, 2009)

### **Government Initiatives Regarding Public Private Partnership**

Our history is full of political instability. This political stability has cast adverse effects onto the system of education. Enrollment and attendance at all levels is not at all satisfactory. Construction of new buildings and hiring of teaching staff to meet the government's goal of admitting hundred percent children to schools by 2015 seems farfetched, mainly due to financial effect. Government has put into effect many schemes which render privileges to private organizations which are ready to participate in education process. The main beneficiaries of these schemes are CSOs (Civil Society Organizations). These programmes include:

- Adopt a school and School Improvement Programme
- Introducing IT programmes in Government Schools
- Capacity Building of SMCs (School Management Committees)
- Education Foundation Programmes
- Maddaris Reforms
- Afternoon School System

### **Adopt a School and School Improvement Programme**

This programme was included in the PPP scheme. Its main aim was to revive failing or low performing educational institutions of the public sector. For obvious reasons, certain regulations were defined. NGOs or CSOs, under a contract could take over the

management of the schools through a mutually agreed memorandum, usually for a period of three years. It was later recorded that this programme resulted in revival of over 1800 schools including trained teachers, better equipped laboratories and libraries, increased enrollment and restoration of people's confidence (Govt of Pakistan, 2004).

### **Introducing IT Programmes in Government Schools**

This programme was launched to cope up with the latest world wide information technology. This was done by establishing computer labs in government owned schools. The government for this purpose reached out to private organizations through agreements for the provisioning of computer hardware including installment, backup support and IT related curriculum at the government schools. Under this programme IT labs were established in over 5000 schools. (Govt of Pakistan, 2004)

### **Capacity Building of School Management Committees**

For this programme, the government preferred to reach out to NGOs which were more organized and had effective potential to reach out to the community. The Education Ministry after undertaking requisite legalities allowed the School Management Committees and Parents Teachers Associations to be registered as CCBs (Citizen Community Boards). Once registered, these bodies gain legal standing which makes them eligible for share in District Development Fund including 20% funding from the local communities. (Shami, 2007)

### **Education Foundation Programmes**

Government entrusted another initiative to promote private sector partnership by incorporating six Educational Foundations, out of which two were in NWFP. These foundations took a leading role in educational development by incorporating innovations in school and college education. Under the recommendation of these foundations, a lot of restructuring has been undertaken, to fully incorporate private participation in education process (Govt of Pakistan, 2004).

### **Maddaris Reforms**

Government appreciated the idea of integrating the systems of formal education and Deeni Maddaris as close together as possible. The Maddaris were to be brought into main stream education through allocation of funds, better salaries for teachers, provision of text books and teacher's training. Change from traditional Maddaris curriculum was undertaken by introducing subjects like English, Mathematics, Pakistan Studies, Science and Computer Education. This change was incorporated in 8000 Maddaris at primary, middle and secondary level (Govt of Pakistan, 2004).

### **Afternoon School System**

The government of Punjab took a decision in February 2001 to incorporate community participation projects in order to upgrade the schools. For this purpose pilot projects were

launched in districts of Chakwal, Sargodha, Narowal and Bahawalnagar. A system of monitoring and evaluation was also put in place. Under this programme 6911 schools were upgraded which included 39% boys and 61% girls schools. Not only that the schools were upgraded but the government was also able to save a handsome amount of cost. It was reported that the government saved approximately Rupees eight lacs per primary to elementary level up gradation, approximately Rupees fifteen lacs per elementary to secondary level up gradation and approximately Rupees twenty lacs on a higher secondary level up-gradation (Govt of Pakistan, 2003b). Under this programme the government run morning school was responsible for provision of infra structure like building and furniture to afternoon school free of cost. Afternoon school students were also given the status of regular students. The private sector groups operating afternoon schools, known as “licensees” were responsible to upgrade school structures and pay utility bills, in lieu of rent relaxations. A licensee was given a license to operate a school for a period of five years (extendable).

### **Discussion and Conclusion**

The most successful partnership practice was observed in afternoon school scheme. About 7000 institutions were upgraded through this scheme in Punjab province. A research study ‘Education in Pakistan: Role of Private Sector, carried out by Shami and Hussain (2007) discussed that the concept of CPP is sound and has much potential, there had been considerable challenges in successfully implementing the program. According to them the assumptions used when configuring the program in different geographic areas tended to be static rather than dynamic, making them difficult to adapt to each specific community’s need. Moreover, they point out that the morning school is reluctant to take on the additional challenges presented by afternoon school, including the sharing of premises, required administration work and teacher resources. Shami (2007) mentioned that the equitable allocation of electricity costs and monitoring of the program on the part of the government. However, he suggests that CPP should be given due consideration, requires rigorous review of the scheme and support needed to succeed. Some shortcoming of the scheme were observed in the report ‘White Paper on Public Private Partnership’ submitted by Hayat (2004), She indicates that the private sector did not show much interest in taking over the schools in the rural areas, considering them unprofitable, the maximizing of profit objective prevailed and slowly many defaults cases emerged; e.g. many private partners defaulted in payment of their share in the utility bills, or abstained from depositing 10% share of their gross income in the school fund.

### **Recommendations**

Partnership practices were introduced in national education policy 1998-2010. Majority of institutions taken in different projects of partnership agenda were from urban areas, in the rural areas where the participation rate is seriously low, particularly the access to education for girls education are still deficient in education facilities, Partnership projects/ schemes must be introduced in these areas also as government due to its

financial constraints is not in position to initiate and operate new educational institutions along with all human and physical facilities.

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## **Impact of Portfolio Assessment on learners at Higher Education Level in Pakistan**

Tahir Nadeem\*

Muhammad Asif Nadeem\*\*

### **Abstract**

*Performance assessment in the world has been the issue of greater concern at higher level of education. Such assessment provides entire record of the efficiency of a learner and it also gives sketch of gradual increase or decline of an individual's learning. It tells how much learner has gained during the period of learning and it also shows the impact of teaching too. Portfolios tell complete story of a learner's growth in fields such as proficiency in learning special areas of knowledge, long term achievement on the part of learner and acquisition of skill in academic field. Such type of assessment is mostly done under portfolios that are developed by the subject teacher. In its origin portfolio assessment is a purposeful collection of student work in which effort of student is placed systematically and day by day that is about its academic and non academic areas of learning. This research was conducted to judge whether in Islamia University of Bahawalpur (Punjab) Pakistan such practice of developing portfolio is carried out or not. If it is carried out then to which extent it proves helpful to the teachers in assessing acquisition and growth of skills that that learners have adopted.*

**Keywords:** Portfolio, Assessment, Achievement, Knowledge, Learner

### **Introduction:**

Portfolio provides complete picture of learner's overall achievement. It shows how much learner has been able to apply his acquired knowledge in a sense that it shows day by day gradual increase or decrease in the level of learning of a learner. Portfolios in a glance tell about the talent and unique abilities of a learner. Mirza, M & Mehmood, N. (2007) identifies the importance and purposefulness of developing portfolios and states it as a purposeful collection of student work that exhibits student's efforts, progress and achievement in one or more areas of the curriculum. In fact, teacher in the class need to know individual differences and method of dealing with them. Portfolios make role of the teacher bit easy as teacher can easily know development of skills in the learners. Portfolios also help the teacher to identify learning of learners. It tells how much a learner has learnt. Cole (2000) describes portfolios as "a systematic and organized collection of evidence used by the teachers and students to monitor growth of student's knowledge, skills and attitudes." It seems quite evident that in its origin portfolios is a purposeful in a way that they are helpful to teacher and systematic as they seem to provide organized achievement of learner's abilities in academic and non academic fields of learning. Its important seems to cover wide range of skills developed among learners as teacher

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\* Lecturer, Department of Education The Islamia University of Bahawalpur, Pakistan

\*\* Lecturer, Department of Education The Islamia University of Bahawalpur, Pakistan

through multiple performance process recognizes strengths and weakness in a learner. This seems to provide opportunity to the teacher to find impact of those skills that are transferred to the learner. In its usability portfolios are authentic resources that give complete sketch to the parents about the overall learning achievement of their children. They may be useful to teachers also as they may rethink on instructional strategies of day to day class by judging what impact their instructions are having on learner. Teacher may also judge specific learning difficulty of a student and can find a better solution in advance. Learners in university may themselves monitor their performance in the class and bring improvement overtime during the session. Gronlund (2006) identifies a portfolio as a demonstrator of student's skills and an announcer of the accomplishment in that skill. Portfolio facilitates to a learner and enables a learner to self reflectivity. It compiles the learner's best work but they also include the works-in-progress; the early drafts, test runs, pilot studies or preliminary trails. Thus portfolio is an ideal way to assess final mastery, effort, reflection, and growth in learning that tells the learner's story of achievements. Portfolio also acts as a measurement tool which provides Self-evaluation, independent learning ability and thoughtful reflection on each entry in learner's portfolios. Linn (2005) describes Communication with parents about student's progress is an important and challenging goal for any teacher. Thoughtfully selected collection of student works in profiles can be provided to parents with concrete examples of what students are accomplishing. It can also provide the focus of discussion among teachers, students and parents. Moreover, three way-conferences involving teachers, students and parents with students taking the lead in explaining their portfolios to parents can give teachers a useful opportunity to see how students and parents interact about the work.

In contrast to the single grade or mark of much normative assessment, the portfolio sets out the components of performance separately and gives information on each." Portfolios are not assessment devices as such, but record assessments already made. They can be continually updated and can record achievements from many different assessments. Learning portfolio of each student can be prepared by identifying student's learning preferences, cognitive abilities, general reasoning, verbal, and spatial.

### **Objectives of the Study**

This research identifies objectives such as:

- To find out the impact of learning portfolios on learners at University level.
- To review the importance of portfolios at higher level of education.
- To evaluate the impact of portfolios assessment on teacher's efficiency.
- To recommend strategies for the teachers to prepare learning portfolios at University level.

### **Delimitations of the Study**

Due to limited time and resources this study was limited to; selected departments of the Islamia University of Bahawalpur (Punjab) Pakistan. Population of the study was the

teachers and students of Islamia University of Bahawalpur. Both male and female teachers and students were considered in the population. The size of the population under study was very large and it was beyond the approach to cover all the individuals of the target community, therefore representative samples of two groups (students and teachers) of the community were taken. The data was collected through convenient sampling technique. These students were selected by stratified sampling technique from 16 different disciplines of sciences and humanities. The second sample of the study consisted of teachers of the University. These teachers were taken by stratified sampling technique from 16 different departments of the University.

### **Literature review**

Portfolios contain actual classroom artifacts. Because the portfolio contains many entries, both formal and nontraditional evaluation can be incorporated. Thus the full range of cognitive, psychomotor and effective skills can be evaluated. The ultimate results will be reliable because of the availability of more than one illustration of academic performance. A clear advantage of portfolio assessment rests with the teacher's ability to assess the student's process of learning. Students also examine and analyze their work. This provides them opportunity to reflect on the depth of their learning. Borich.G (2003) describes the portfolio as "A planned collection of learner's achievements documents that what a student has accomplished and steps have taken to get there. The collection represents a collaborative effort between teacher and learner to decide on portfolio purpose, content and evaluation criteria" Portfolio is their way of showing what they can really do. It shows off a learner's best writing, critical thinking, problem solving skills and communication ability.

In addition it also tells something about a learner's persistence, effort, willingness to change, skill in abilities), and major personality traits. A common taxonomy classifies personality traits in terms of the "Big Five" factors OCEAN (Costa & McCrae, 1992): Openness to Experience (O), Conscientiousness (C), Extroversion (E), Agreeableness (A), and Neuroticism (N). All participants are provided with individual feedback on their learning portfolio. Cole (2000: P.9) defines thus portfolios provide authentic and meaningful documentation of the students' abilities. Curriculum, instruction and assessment intersect via portfolios, tying the three together effectively for students. Portfolios must contain the artifacts of students' progress as well as their reflections on both their learning and the chosen artifacts. Borthwick (1995) stated that Portfolios were introduced initially as a way for artists, graphic designers, and other such professionals to show evidence of their work, illustrating their skill at applying knowledge to practice. With education's increasing focus on performance standards and student-centered classrooms, the portfolio has become more than a repository of work samples. As an assessment tool, the portfolio must reflect both the "breadth of study envisaged by the curriculum and the quality of work that students are expected to produce" ....despite all safeguards, the school certificate examination..... now dominates the work of the

schools, controlling both the framework and the content of the curriculum. The report was making the argument for internal examining over which teachers would have greater control. However, it also made an interesting proposal for a reformed school leaving certificate. The suggestion was for “A new form of school certificate, falling into two parts. The first part contains a record of the share which the pupil had taken in the general life of the school, games, societies and the like. It would, in short give the reader some idea of the way in which he had used the opportunities offered to him by his education, using the term in its widest sense. The second part would contain the records of the pupils’ achievement in examinations taken at the end of Main School course (Board of Education, 1943).

In Pakistani universities portfolio as an effective assessment tool has been used simultaneously in many Government and Private sectors of Pakistan. Portfolio was introduced as a part of formal evaluation in the Institute of Education and Research (IER) University of the Punjab, Pakistan. Agha Khan University, Iqra University of Karachi also has introduced the student learning portfolio. Now the virtual University of Pakistan is also using electronic student learning portfolio for assessing their achievements. A portfolio has been used as an approach to record student learning progress and assess student learning performance in the education system for a long time. A blog is a kind of social computing in which a virtual community may be formed to perform certain activities. Following things are included in the program VU assessment and evaluation. At the end of the program each participant has to submit a portfolio that should provide analysis of learning outcomes of each module they covered.

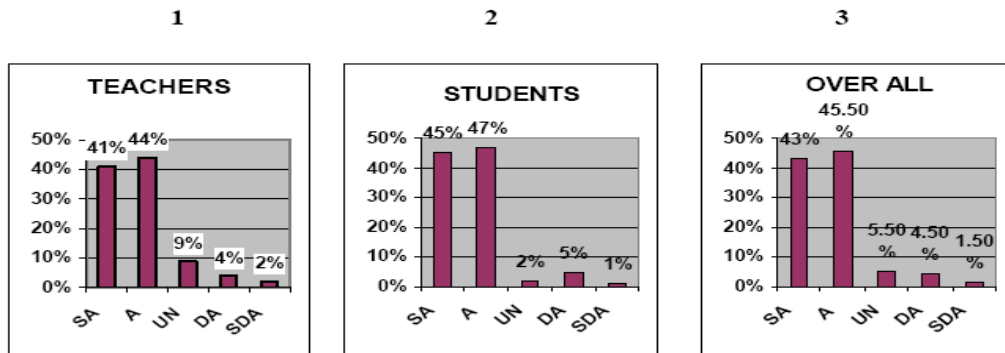
### **Findings and discussion**

Purpose of asking this question was to identify the opinion of stake holders. The results identified clearly that most of the teachers agreed upon the portfolios that it helps them to identify in strengthening the areas and weaknesses of students, moreover learners also identified that due to portfolios it is possible for them to know those areas which need improvement in them. Overall results show that the teacher and the taught both agree that portfolios help them in knowing the problems coming in the path of learning. Portfolios help in both ways to the learners as well as the teachers. As they seem to provide complete situation of the educational process so it is quite easy for them to check the problems coming in the path of learning. It may be identified through the results of this research that Portfolios do help the learners in recognizing their academic problems.

**Q-1** Profile helps teachers to identify areas of strengths and weaknesses of students.

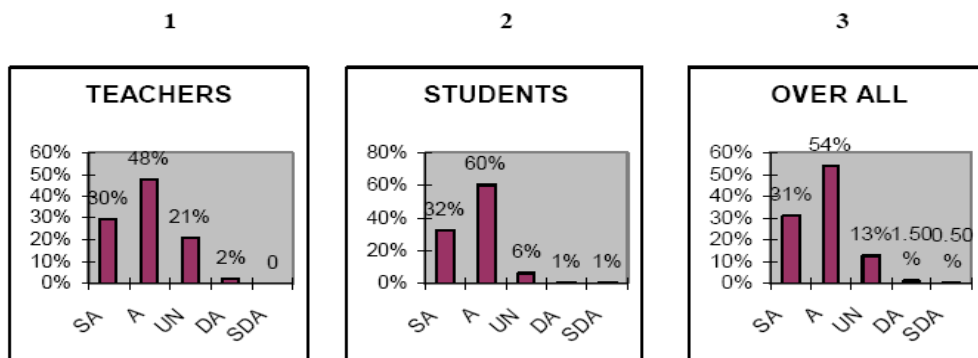


*Graph-1: Comparison of opinion*



**Q-2 Profile is an effective way of communication with parents.**

*Graph-2: Comparison of opinion*

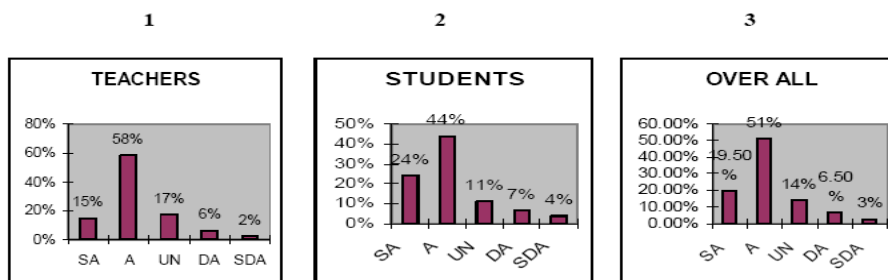


This question was asked to judge the importance of portfolios as a link tool with the parents. The opinion taken from the respondents show that portfolio is a silent herald that communicates entire situation and condition of a learner. The parents can easily find the problems that their child is facing. They can detect very easily what fields of education and which subject their child is not improving and it can help them to bring their child out form that situation. This timely communication can make the learners quite well in the process of learning and this can bring good results for them. At the same time parents can also make sure to help learners out form their problems by providing extra coaching or providing extra help in the subject in which they are weak.

**Q- 3 Profile helps to prepare a summary of the best work of students which can be helpful in future?**

3

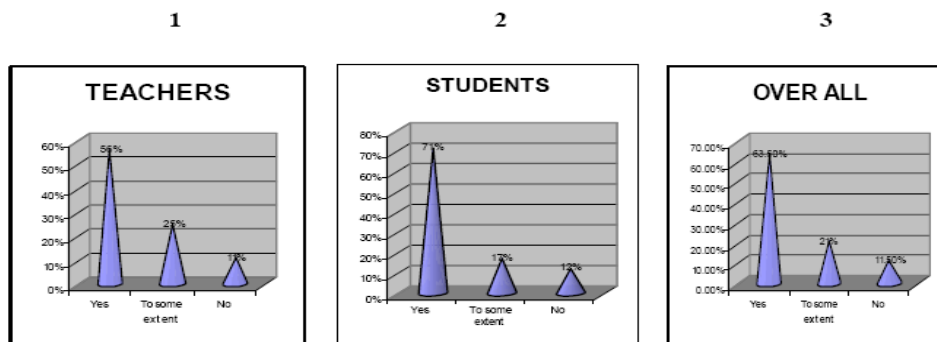
*Graph-4: Comparison of opinions*



The results taken from the respondents show that 15% of the teachers were of the opinion that portfolios have the ability to assess the grades of students over all achievement as entire record is kept intact while 58% of the teachers agreed that portfolio do have the ability to judge overall achievement of the learners. While 24% learners strongly agreed that portfolios tell real story of their overall achievement. 44% of them agreed upon the validity of assessing overall achievement in the portfolios. Overall achievement shows that majority of learners and teachers that are 51% seem to agree upon the quality of portfolios that is about assessing overall grades of the learners. One thing seems quite obvious from the data that portfolios do assess overall achievement of the learners.

Q-5 Do you agree that classroom quiz score should be considered in the profile?

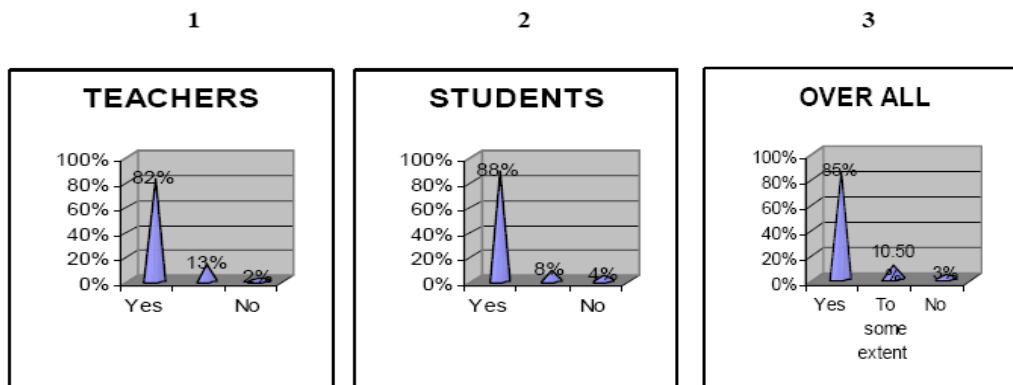
*Graph-5: Comparison of opinion*



Quiz and critical questions help the students in learning material quickly. This question was asked with the purpose to see what the teacher and learner feel about the situation of the quiz in the portfolios. Overall situation showed that majority of learners and teachers that are 64% agreed that they think that the scores attained from the quiz should be incorporated in the portfolios while only 12% were of the view that these results should not be incorporated in the portfolios. 56% of the teachers were in favor of incorporation of the results in the portfolios while 19% were against. 71% of the learners were in favor

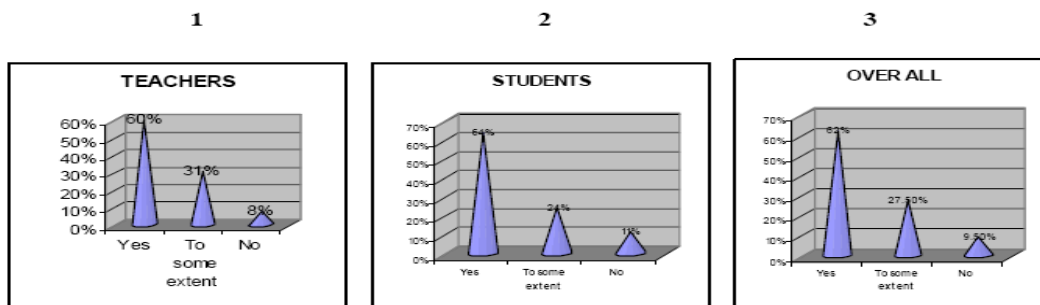


*Graph-7: Comparison of opinion*



Q-8 Do you think that information related to group work should be included in the portfolio?

*Graph-8: Comparison of opinion*



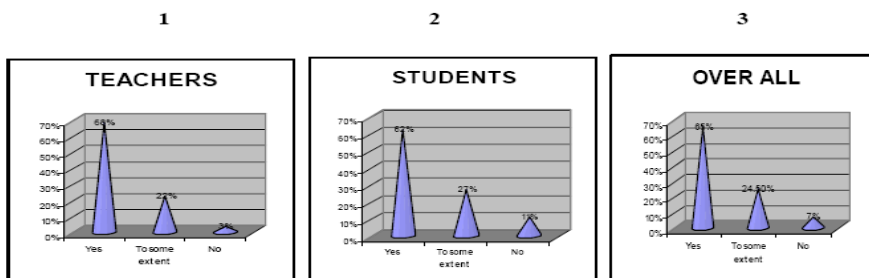
Learners groups are commonly developed so that more work could be done within small span of time. This question was asked to find out the facts relating to group work that should be included into the portfolios. 60% of the teachers were of the opinion that the group work performance should be included into the portfolios and 64% of the learners were of the opinion that group work should be included into portfolios. It was quite obvious from the data that 62% of the learners and teachers were of the opinion that group work should be included in the portfolios.

Purpose of asking this question was to check whether teachers like to give some place while developing portfolios and also what learners wish to have their hidden abilities as part of portfolios. Data attained from the teachers and learners clearly showed that majority of them 65% were of the view that those hidden abilities may be given some

place in the portfolios. Majority of the teachers 65% were of the opinion that hidden abilities of learners should be given some place while 22% of them were in favor of giving it a place to some extent and 5% of them were not in favor of them. The learners were also asked about their opinion of putting their hidden abilities in the portfolios. Data clearly identified that 62% of them were of the opinion that they might be given some place in the portfolios while 27% were of the opinion that their hidden abilities may be given some place to some extent while 13% of the learners said that there is no need to give their hidden abilities in the portfolios.

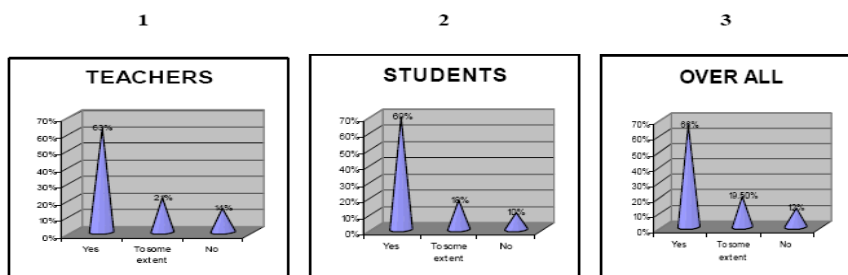
Q-9 Do you think that potential abilities should be highlighted in the portfolios?

*Graph-9: Comparison of opinion*



Q-10 Do you feel that a student's special test should be included in the portfolio?

*Graph-10: Comparison of opinion*

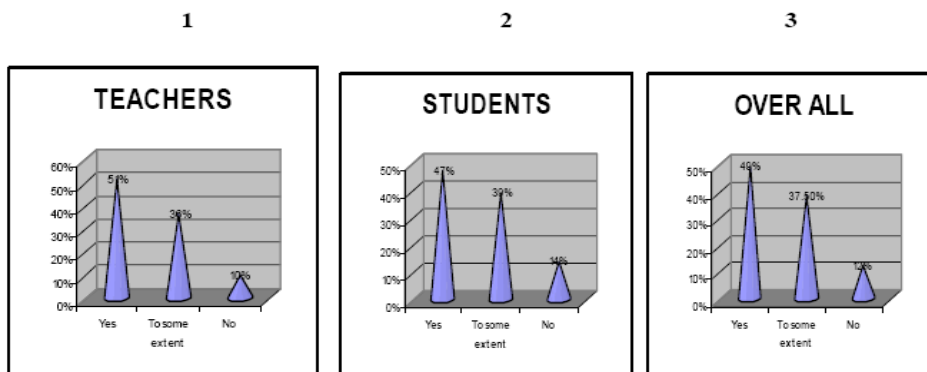


This question aimed at how much teachers think to include special test rating in portfolios and how much learners think that their tests may be included in the portfolios. Data retrieved from the learners showed that majority 67% of them were of the opinion that marks of their special tests should be included into portfolios while 20% of them said that it may be included to some extent and 13% gave their opinion against them. Individually 63% of the teachers gave their opinion in favour of including special test rating in portfolios, 21% were of the opinion that learner's special test may be included to some extent in the portfolio and 15% said that there is no need to include this rating in the

portfolios. On learners' side 66% learners wished to have their special test rating included in the portfolios while 16% were of the opinion to include it to some extent while 10% did not wish to have their tests included into portfolios.

Q-11 Do you think that peer appraisal report should be included in the profile?

*Graph-11: Comparison of opinion*



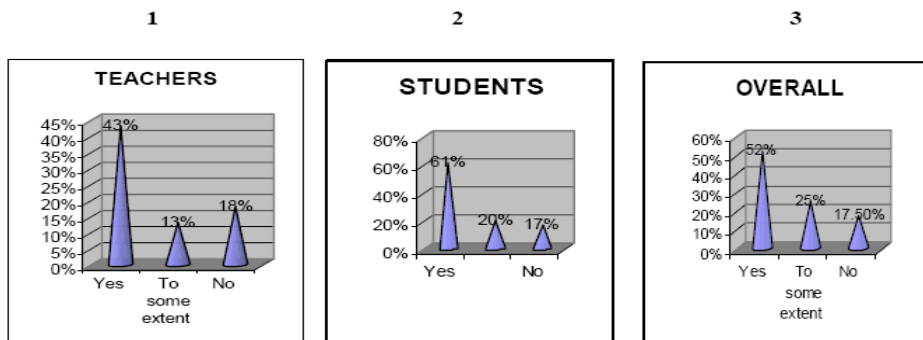
Human beings have tendency to improve their mistakes as they are the only beings on earth who have power of reason and logical thinking. Data retrieved from the learners clearly identified that most of them 49% were of the view that the report of peer appraisal may be included into portfolio and 38% of them were of the opinion that it may be included to some extent while 13% of them said that there is no need to make this report a part of it. On individual majority of teachers that is 51% said that peer appraisal report may be made part of portfolio while 38% of them said that it may be added to some extent and 10% replied in negative. On the other hand 47% of the learners wished to have peer appraisal as part of report and 39% said that it may be made while 11% of them said that it should not be made part of report. It is quite evident from the data that peer report in the opinion of teachers is necessary to be made part of the portfolio while learners did not show much interest in making it part of report.

Q-12 Do you think that personal comments of classroom teacher should be included in the portfolios?

The Data in graph 12 shows that overall situation was 52% of the respondents were of the opinion that it is necessary to do so while 25% said that it may be done to some extent and 18% were of the opinion that should not be made part of it. Individual basis 43% of the teachers said that their personal comment should not be included into the report while 13% of them said that it may be included to some extent and 18% were of the opinion that it is not necessary to be included. 52% of the Learners on the other hand were of the opinion that it may be included in portfolios and 25% said that it may be included to

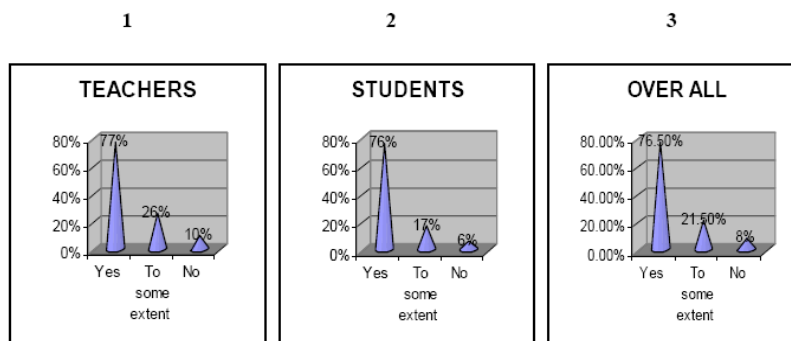
some extent while 18% said that it was not necessary to be included. It is quite clear from the data that most of the respondents like to have these comments in the portfolios.

*Graph-12: Comparison of opinion*



Q-13 Do you agree that information regarding the responsible behavior of student should be included in the profile?

*Graph-13: Comparison of opinion*



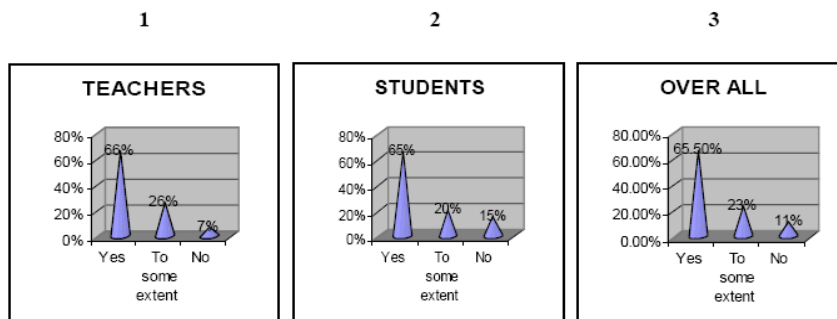
This question was asked about the information regarding behavior of the learners in the class. Sometimes, it happens that teacher seems to have biases against some learners in such cases it would be a problem for the learners but most of the time it does not happen as teacher and taught both have some cordial relationship and teacher always wishes for the betterment of taught. The results taken from the teachers showed that majority of the teachers 77% were of the opinion that it is necessary to include personal opinions of the teacher included in the portfolios. 26% of the teachers said that it may be included to some extent while 10% said that they do not want to have them included into portfolios. Majority of learners that is 76% said that they wanted to have teacher's personal opinion included into the portfolios and 17% of them said that it may be included to some extent while 6% said that it may not be included into portfolios. It is quite clear form the data



that teacher's opinion is quite valid and it has corrective effect so that should be included into portfolios.

Q-14 Do you think that information regarding general conduct of the student should be considered as a part of the portfolio?

*Graph-14: Comparison of opinion*



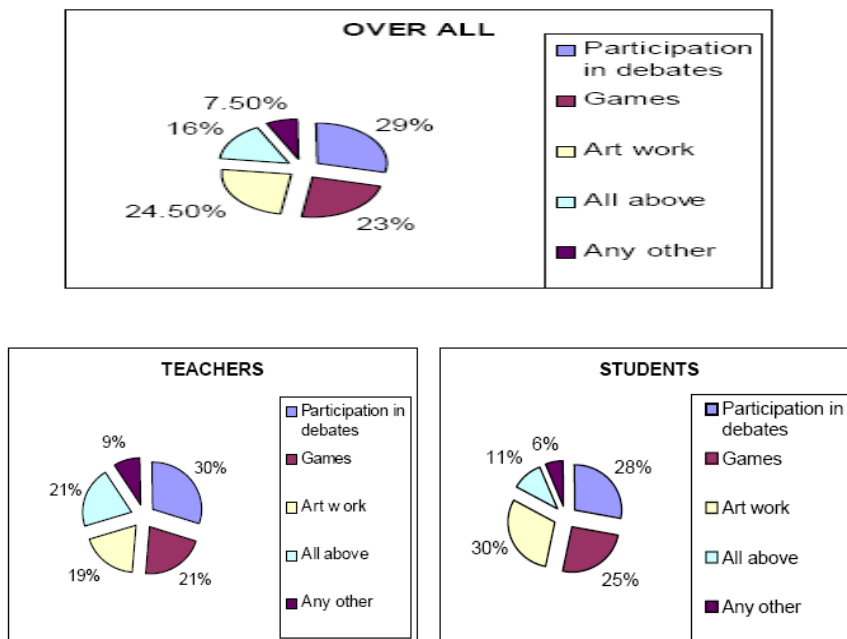
Overall situation showed that 66% of the learners showed tendency to record the general conduct of learners in portfolios as it would bring in them a proper change while 23% of them were of the opinion that it may be included to some extent and 11% of them refused to have it in the portfolio.

Q-15 Which of the following should be included in the portfolio?

Purpose of asking this question was to judge which type of co curricular activities may be included into portfolios.

Overall results showed that 25% of the learners were of the opinion to include art work while 29% wish to participate in debates 23% in any other activities 8% in other games and 25% in all above mentioned games. 30% of the Teachers gave their opinion that the learners may participate in debates, 21% said that they may take part in all the games, 21% said that they may take part in any other game, 19% said that they may take part in all above and 9% said that they may take part in games. 28% Learners were of the opinion that they may take part in debates, 30% were found interested in art work, 25% were found of any other co curricular activities, 11% said that they wanted to have participation in all above and 6% were of the opinion that they may like to have games.

*Graph-15: Comparison of opinion*



## Findings

- Majority of the respondents responded that portfolio helps teachers to identify areas of strengths and weakness of student and they can easily prepare summary of best work of student which can be helpful for them in future.
- Majority of the respondents responded that portfolio can be helpful for student to choose profession in the future and record of classroom participation of student is an important part of the portfolio.
- Majority of the respondents responded that information related to problem solving skills of student should be included in portfolio and student's participation level in classroom and assignments marks should be included in student portfolio.
- Record of student participation in different competitions like drama, song, poetry, quiz program and puzzles should include in portfolio it should also keep record of student participation in managing, planning and organizing programs.

## Conclusion

It is revealed through the results of this research that with the help of portfolios a better learning environment may be maintained in the class and keeping intact these portfolios a learner can easily develop himself. These portfolios can better work as an assessment tool for the teacher as a teacher can easily check these portfolios and hint out problems found

in his or her learner. At the same time teacher can easily detect good qualities and with these good qualities s/he can help the learner in removing all the barriers standing on the path of learning. Portfolios can better detect good qualities and future approach of a learner that may help a learner in finding jobs and becoming better part of society. In short it may be said that portfolios may assess a learner in a better way.

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## **Impact of Birth Order on Academic Achievement of Students**

Liaquat Hussain\*

Umar Ali Khan\*\*

### **Abstract**

*The problem under study was to find out the impact of birth order on academic achievement of students. The research hypothesis that there is no impact of birth order on the academic achievement of the students was tested. Population of the study includes all the students of Gomal University D.I.Khan and their brothers and sisters belonging to four districts. A random sample of 100 students was taken from 10 different departments/institutes of Gomal University. A Questionnaire and interview schedules were used to collect the information regarding birth order and academic achievement. Percentage (%) statistic was used for analysis of data. The results show that males were significantly better than females at different levels of birth order. But at some stages in birth order females were better than males.*

**Keywords:** Birth Order, Academic Achievement, Psychological Development, Psychology and Culture, Achievement Attributions

### **Introduction**

Wikipedia defined Birth Order as a person's rank by age among his or her siblings. Birth order is often believed to have a profound and lasting effect on psychological development. This assertion has been repeatedly challenged by researchers, yet birth order continues to have a strong presence in popular psychology and culture. Birth order means the position of any child among his/her brothers/sisters. Order is the position of any child for example first born child has an order 1; the second child has an order 2 and so on. The parents take care of their children's mostly according to birth order. The first child born in any home is appreciated most, the second up to some extent less and so on. This parent's care remains different for different children's in schooling also which shows dramatic results in the future. This study is an attempt to see whether there is any impact of birth order on the academic achievement.

### **Objectives of the Study**

The main objectives of the study were as under:

1. to find out the academic achievement of students according to their birth order
2. to find the impact of birth order on academic achievement of students
3. to find the impact of birth order on academic achievement of male students
4. to compare the impact of birth order on academic achievement of female students.

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\* Assistant Professor IER, Gomal University, Dera Ismail Khan Pakistan

\*\* Director IER, Gomal University, DIKhan

### **Significance**

- This study was of great significance as it focuses on the impact of birth order on academic achievement of students.
- It was helpful in providing information of the academic achievement of the students to their parents, so that parents would be able to Judge that how much they should focus on their children's according to birth order.
- The study was significant for the children's to identify their position in the order of their birth among brothers and sisters and to see the effect of this birth order on their academic achievement.

### **Hypothesis**

Following null hypotheses were tested.

- H01: There is no impact of birth order on the academic achievement of the students.
- H02: There is no impact of birth order on the academic achievement of male students.
- H03: There is no impact of birth order on the academic achievement of female students

### **Review of Related Literature and Researches**

Birth Order can affect human psychology through many ways and its effects are related to other factors. Vandergrift and Rust (1985) reveal that several studies in which achievement, motivation, are affected by ordinal position in the family rather than intelligence. Phillips and Phillips (1994) Research on birth order and achievement began to focus on aspiration levels and achievement attributions more than simply on academic achievement. Firstborns attribute success or failure to internal causes and may even underestimate how their situation might have affected success compared to later born. Additionally most of the research in the area indicates that birth order effects are inextricably related to family size with stronger effect appearing in larger families. Rodgers et al (2000); Steelman (1985); Sulloway (1996) researches also largely focused on its relation to intelligence and scholastic achievement. The literature in this area reveals inconsistent results that have stemmed largely from confounding variables present in many birth order studies including socioeconomic status, race and ethnicity and age of participants. Researches have paid a great deal of attention in the last decade or so to what might be termed the birth order effect.

### **Methodology**

#### **Population and Sample**

Population of the study includes all the students studying in different departments/institutes of Gomal University Dera Ismail Khan and their brothers and

sisters belonging to different districts of Khyber Pukhtun Khwa. A random sample of 100 students was selected from 10 different departments/ institutes of Gomal University. In this sample there were students belonging to four nearby districts of Khyber Pukhtun Khwa including Dera Ismail Khan. These four districts were Dera Ismail Khan, Bannu, Lakki, and Tank.

### **Instrument**

Two instruments were used for data collection.

1. A Questionnaire was use to collect the information about the birth order of the students, the questionnaire was first prepared by the researcher himself. The questionnaire was then validated by the experts from the institute of education and research and different other departments and institute of Gomal university, Dera Ismail Khan.
2. The interviews schedule and academic records were used for the collection of data regarding the educational and academic information of the male and female students of different departments of the Gomal University. This interview schedule was prolonged up to two month period and in this interview students (male and female) belonging to four districts i.e. Dera Ismail Khan, Bannu, Lakki and Tank were included.

### **Procedure**

The photocopies of the final version of Questionnaire were distributed among the students of different departments of the Gomal University Dera Ismail Khan. They were asked to fill up them and the next day these questionnaires were recollected. The data was arranged in the form of tables and percentage statistic was used for the analysis of data.

### **Data Analysis**

The percentage (%) statistic was used for data analysis. In all the cases the percentages were converted into nearest whole number percentage to avoid the decimal point.

### **Data Collection and Analysis**

*Table-1: Showing the comparative academic achievement of male and female students having 1st birth order*

<b>Gender</b>	<b>S.S.C</b>	<b>FA/F.Sc</b>	<b>BA/B.Sc</b>	<b>MA/M.Sc</b>
Combined (%)	66	63	59	69
Male (%)	62	63	64	71
Female (%)	70	63	54	67

The above table shows that in case of 1<sup>st</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 66%, 63%, 59%, and 69% respectively. The table also shows that in SSC female 70%age is greater than male 62%age. In BA/BSc male 64%age is

greater than female 54%age. In MA/MSc the male 71%age is greater than female 67%age.

*Table-2: Showing the comparative academic achievement of male and female students having 2nd birth order*

<b>Gender</b>	<b>S.S.C</b>	<b>FA/F.Sc</b>	<b>BA/B.Sc</b>	<b>MA/M.Sc</b>
Combined	68	66	64	71
Male	69	68	59	68
Female	67	64	69	74

The above table shows that in case of 2<sup>nd</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 68%, 66%, 64%, and 71% respectively. The table also shows that in SSC male 67%age is greater than female 69%age. In FA/FSc male 68%age is greater than female 64%age. In BA/BSc male 69%age is greater than female 59%age. In MA/MSc the male 74%age is greater than female 68%age.

*Table-3: Showing the comparative academic achievement of male and female students having 3rd birth order*

<b>Gender</b>	<b>S.S.C</b>	<b>FA/F.Sc</b>	<b>BA/B.Sc</b>	<b>MA/M.Sc</b>
Combined	65	65	63	72
Male	65	65	71	68
Female	65	65	55	76

The above table shows that in case of 3rd child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 65%, 65%, 63%, and 72% respectively. The table also shows that in BA/BSc male 71%age is greater than female 55%age. In MA/MSc the male 76%age is greater than female 68%age.

*Table-4: Showing the comparative academic achievement of male and female students having 4<sup>th</sup> birth order.*

<b>Gender</b>	<b>S.S.C</b>	<b>FA/F.Sc</b>	<b>BA/B.Sc</b>	<b>MA/M.Sc</b>
Combined	66	65	63	70
Male	68	66	65	74
Female	64	64	61	66

The above table shows that in case of 4th child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 66%, 65%, 63%, and 70% respectively. The table also shows that in SSC female 68%age is greater than male 64%age. In FA/FSc male 66%age is greater than female 64%age. In BA/BSc male 65%age is greater than female 61%age. In MA/MSc the male 74%age is greater than female 66%age.

*Table-5: Showing the comparative academic achievement of male and female students having 5<sup>th</sup> birth order.*

<b>Gender</b>	<b>S.S.C</b>	<b>FA/F.Sc</b>	<b>BA/B.Sc</b>	<b>MA/M.Sc</b>
Combined	70	67	65	70
Male	71	68	59	66
Female	69	66	71	74

The above table shows that in case of 5<sup>th</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 70%, 67%, 65%, and 70% respectively. The table also shows that in SSC male 71%age is greater than female 69%age. In FA/FSc male 68%age is greater than female 66%age. In BA/BSc female 71%age is greater than male 59%age. In MA/MSc the female 74%age is greater than female 66%age.

*Table-6: Showing the comparative academic achievement of male and female students having 6<sup>th</sup> birth order*

<b>Gender</b>	<b>S.S.C</b>	<b>FA/F.Sc</b>	<b>BA/B.Sc</b>	<b>MA/M.Sc</b>
Combined	67	59	59	69
Male	67	67	65	0
Female	67	51	52	69

The above table shows that in case of 6<sup>th</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 67%, 59%, 59%, and 69% respectively. The table also shows that in FA/FSc male 67%age is greater than female 51%age. In BA/BSc male 65%age is greater than female 52%age. In MA/MSc the female 69%age is greater than male 0%age.

*Table-7: Showing the comparative academic achievement of male and female students having 7<sup>th</sup> birth order*

<b>Gender</b>	<b>S.S.C</b>	<b>FA/F.Sc</b>	<b>BA/B.Sc</b>	<b>MA/M.Sc</b>
Combined	68	64	59	0
Male	75	60	0	0
Female	61	68	59	0

The above table shows that in case of 7<sup>th</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 68%, 64%, 59%, and 0% respectively. The table also shows that in SSC male 75%age is greater than female 61%age. In FA/FSc female 68%age is greater than male 60%age. In BA/BSc female 59%age is greater than male 0%age.

## **Findings**

1. In case of 1<sup>st</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 66%, 63%, 59%, and 69% respectively. The table also shows that in SSC female 70%age is greater than male 62%age. In BA/BSc male 64%age is greater than female 54%age. In MA/MSc the male 71%age is greater than female 67%age.



2. In case of 2<sup>nd</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 68%, 66%, 64%, and 71% respectively. The table also shows that in SSC male 67%age is greater than female 69%age. In FA/FSc male 68%age is greater than female 64%age. In BA/BSc male 69%age is greater than female 59%age. In MA/MSc the male 74%age is greater than female 68%age.
3. In case of 3rd child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 65%, 65%, 63%, and 72% respectively. The table also shows that in BA/BSc male 71%age is greater than female 55%age. In MA/MSc the male 76%age is greater than female 68%age.
4. In case of 4th child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 66%, 65%, 63%, and 70% respectively. The table also shows that in SSC female 68%age is greater than male 64%age. In FA/FSc male 66%age is greater than female 64%age. In BA/BSc male 65%age is greater than female 61%age. In MA/MSc the male 74%age is greater than female 66%age.
5. In case of 5<sup>th</sup> child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 70%, 67%, 65%, and 70% respectively. The table also shows that in SSC male 71%age is greater than female 69%age. In FA/FSc male 68%age is greater than female 66%age. In BA/BSc female 71%age is greater than male 59%age. In MA/MSc the female 74%age is greater than female 66%age.
6. In case of 6th child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 67%, 59%, 59%, and 69% respectively. The table also shows that in FA/FSc male 67%age is greater than female 51%age. In BA/BSc male 65%age is greater than female 52%age. In MA/MSc the female 69%age is greater than male 0%age. In case of 7th child, academic achievements in SSC, FA/FSc, BA/BSc and MA/MSc are 68%, 64%, 59%, and 0% respectively. The table also shows that in SSC male 75%age is greater than female 61%age. In FA/FSc female 68%age is greater than male 60%age. In BA/BSc female 59%age is greater than male 0%age.

## **Conclusions**

In the light of finding of the study it can be conducted that the Birth Order has important impact on academic achievement of the children but this effect is not in regular sequence. However the following conclusion is drawn.

1. In case of the 1<sup>st</sup> birth order the male children maintained their academics achievements from secondary to master level , where as females showed little decline in their achievements from secondary to master level. Females were better in performance at secondary level but at the higher secondary, graduate and post graduate level male showed significantly better results than the female.

2. In case of the 2<sup>nd</sup> birth order the male children academic achievement was better than female from secondary to higher secondary level, where as females showed better performance at graduate and post graduate levels. Secondly there was sequenced improvement in female's achievement from secondary to master level in their own group.
3. In case of the 3<sup>rd</sup> birth order male and females were equal in achievements where as at graduate level male showed significantly better results than females. Again at master level females were better than the males.
4. In case of the 4<sup>th</sup> birth order male children have maintained their achievement up to graduate level but show prominent improvement at Post graduate level. Female children however almost equal performances at all level except intermediate level where they show decline in achievement. Comparatively performance of males was better than females from secondary to master level.
5. In case of 5<sup>th</sup> birth order male children have gradual declaim in achievement up to graduate level and improvement at Mater level. Females have maintained their achievement with some improvement at Post graduate level. Comparatively males were better in performance at secondary and higher secondary level where as female at graduate and post graduate level.
6. In case of 6<sup>th</sup> birth order males have maintained their achievement up to graduate level and no one reached post graduate level. Female students of this order have showed gradual decline up to graduate level but again improvement at post graduate level. Comparatively performance fat higher secondary and graduate level where as female showed significantly better results at master level.
7. In case of 7<sup>th</sup> birth order male have a very high achievement graph at S.S.C level but notable decline at intermediate level. No male children have reached at graduate level. Females showed improvement at intermediate level and decline at graduate level. No one reached to Post graduate level. Comparatively performance of male was better than females at secondary level but at higher secondary and graduate level females showed better results.

## **Discussions**

In the cumulative overview of the study the academic achievement of the male was better than the females. There may be different reasons for that, one factor which is very much dominant is that male children's gain attention are very much by their parents because they are expected to be the earning hands of the family in future. The Education is considered as an investment and the expenditure on education can be returned in the case of male children's. The females as left the home of the parents therefore they are not

considered as the earning hand for the future of the family. Literacy rate of females also remained less than the male. According to (Shadid, 2005) the literacy rate of male and female in 1972 was 11.6% and 4.7%. Where as in 1978 policy the literacy rate of male and female as stated in census 1981 were 35.05 and 15.99 which shows a dramatic less rate of females than the males. In the developed countries like America, according to Garvue (1969) education purpose is defined in terms of well being of individual and society. Therefore the literacy and achievement of male and female is both high in those countries. According to Shah (2011), the ratio of intelligence of male and female is 100: 110. Therefore this may be one of the reasons of males showing high achievement rate.

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## **Critical analysis of gender disparities in education in Pakistan**

Syed Manzoor Hussain Shah\*

Khawaja Sabir Hussain\*\*

Naveed Sultana\*\*\*

### **Abstract**

*Education is the basic right of every citizen. The state is responsible for its provision irrespective to the gender issues. The Government of Pakistan has been planning education for male and female right from basic to higher education in different education policies according to the need of the day and its resources. But different documents and reports indicate gender disparity. In the present study by using the available data from different educational policies a new data has been developed to compare the gender disparity indicators through documentary analysis. The major objectives of the study are i) to make a comparative analysis of the national education policies on gender disparities ii) to analyze the national data in terms of institutions, teachers and enrolment about gender equity and iii) to discuss ways and means to address gender issues at both the national and provincial levels. The study was delimited to documentary analysis of the officially announced national education policies of 1998-2010, ESR, 2001-05 and National Education Policy, 2009 and data used from National education management system (NEMIS) 2008-09. The findings interpretation and conclusions of the study are based on the documentary analysis. The study concluded that in spite of educational provisions in the educational policies equal access could not be provided to both the genders in the country. This is due to lack of proper government initiatives and power social and economic conditions of the parents. Different indicators show that gender disparities prevails in the public institutions, teachers, and enrolment of both the genders. Gender disparity comparatively exists in public institutions which indicated that private sector play neutral role by enrolling both the genders and providing equal job opportunities to the teachers. There is a need to take immediate steps to remove gender disparities in public institutions particularly at primary and secondary levels to avoid any future social problems and to ensure the participation of both the genders in the social and national development of the country.*

**Keywords:** Gender disparities; Education, Public institution, Policy

### **Introduction**

Since the inception of Pakistan every successive government made efforts to provide universal primary education to the citizen of the country. All National Education Policies and Development Plans emphasized enhance access to education with equity and

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\* Department of EPM AIOU Islamabad

\*\* Academy of Educational Planning and Management (AEPM) Islamabad

\*\*\* Faculty of Education AIOU Islamabad

provision of quality of education to the masses. Hence National Education Policy 1998-2010 expressed the feature of making arrangement for reducing gender disparities at all levels. The thrust of Social Action Programs was to reduce the gender disparity specifically in rural areas. Similarly National Education Policy 2009 also proposed actions for reducing gender disparities in education. One of the goals of millennium development was “to eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels by 2015” (Shami & Hussain, 2005) Government of Pakistan made every possible effort to reduce gender disparities in education by introducing various reforms i.e. Education Sector Reforms (ESR), Education For All (EFA) action program etc. but these interventions could not reduced gender disparities in education particularly in rural area.

There are many reasons of disparities which vary from province to province and district to district in Pakistan but it is often due to a range of economic, social and cultural factors. Research studies conducted by various organizations found that in Pakistan enrolment at school level is low whereas dropouts is high at primary is a distinct gender gap in education. The academy of educational planning and management conducted research studies regarding access and equity in basic education. These studies indicated that gender disparities exist in education across the country. Hence, gender disparity differ nature in different areas. The major reasons girls has less access to education because of distance, security, early marriage, poverty, non-availability of physical facilities, particularly toilets for girls, students and teachers. (Shami & Hussain, 2004)

The modern era of information technology has turned the world into global village, the world is moving vary fast due to technological advancement. Economic progress and prosperity can't be brought in the country until and unless we remove the gender disparity from all levels of education, because education is the only source for human capital formation that is key for socio-economic development in the any society. Human Resource Development is pre-requisite for sustainable economic growth therefore; the establishment of informed societies is to take important benefits of technological advancement in the world. The advantage of this development can be gained by providing equal opportunities to boys and girls in rural and urban areas. Education System in Pakistan has Gender disparity at primary and secondary levels. Eliminating gender gaps in basic education and literacy were the cornerstone of Government of National Education Policies for socio-economic development. Consequently various programs and strategies have been developed, ranging from compensatory programs such as stipends, free textbooks and school nutrition support to girl students. Public Private Partnerships such as school up-gradation program in the afternoons all these interventions has resulted in a higher coverage for girls at elementary in consistency at levels across the country (GoP, 1998-2010, 2003-4).

The Constitution of Pakistan (1973) ensures equality and well being of all citizens, and no discrimination on the basis of sex, caste, creed or race. Article 37 indicates that: “The State shall: (a) promote with special care the educational and economic interests of backward classes or areas.(b) remove illiteracy and provide free and compulsory education within the minimum possible period.(c) make technical and professional education generally available and higher education equally accessible to all on the basis of merit.

### **Gender**

The word gender refers to the social roles, responsibilities and behavior created in families, our societies and cultures. The concept of gender also includes the expectations about the characteristics, aptitudes and likely behavior of both women and men (femininity and masculinity). For example: “Men as income earners”, and “Women as caregivers” (Jatoi, & Hussein, 2009). These social aspects of life are related with gender issues in the societies. These roles and expectations are learnt and passed on from one generation to the next. It is not biologically predetermined, nor is it fixed forever- they can be changed to achieve equity and equality for both women and men (<http://www.unesco.org/bangkok>).

### **Concepts related with Gender**

There is misperception about gender and sex wherever, talks about gender it is assumed that sex equality, but sex describes the biological differences between men and women, which are universal and determined at birth. AEPAM, (2006, p. 83) on the contrary gender is concerned about social attributes of the male and female.

**Gender Analysis** is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences. Policies, programs and projects can identify and deal with the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men (AEPAM, 2006).

**Gender Equality** the concept of gender equity means that women and men have equal conditions for realizing their full human potentials and for contributing to, and benefiting from economic, social, cultural and political development as an outcome. This shows that men and women should be given equal opportunities to reshape their natural potential so as to live in the society with dignity and honour (Rafiq, 2009). Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in homes communities and societies.

**Gender Equity** is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality and equitable outcome are the results (Rafiq, 2009).

**Gender and Development (GAD)** The GAD approach focuses on intervening to address unequal gender relations which prevent inequitable development and which often look women out of full participation. GAD seeks to have both women and men participate, make decisions and share benefits. This approach often aims at meeting practical needs as well as promoting strategic interests. A successful GAD approach requires sustained long-term commitment (AEPAM, 2006, p. 84.)

**Strategic (Gender) Interests:** Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making (AEPAM, 2006, p. 84)

**Gender-blind Policies** ignore the different socially determined roles, responsibilities and capabilities of men and women. It is based on information derived from men's activities and/or assumes those affected by the policy have the same (male) needs and interests.

**Gender-Neutral** policies are not specifically aimed at either men or women and are assumed to affect both sexes equally. They are appropriate to the realization of predetermined goals, which leave the existing division of resources and gender responsibilities intact.

**Gender-Specific** policies recognize gender differences and targets either men or women, within existing roles and responsibilities (Mehreen, M. 2009).

**Gender-Redistributive** policies seek to change the distribution of power and resources in the interests of gender equality

### **Concept of Gender in Education**

Looking at education through a "gender lens", ministry officials, teachers, parents and often girls and boys may not think that they are biased in terms of gender, and they may be quite truthful as this is what they believe. It is difficult to see a "problem" when it has become a normal, ingrained part of their lives. But asking such a question as "What would happen if girls were taught how to build radios and boys were taught how to sew?" can lead the individual to reflect, reconsider and look more closely at their own assumptions. We can begin to see how traditional gender roles and norms can affect

what, and how, our children learn. (<http://www.unesco.org/bangkok>, accessed on August 25, 2009)

The concept of gender is therefore vital, because it leads us to understand that men and women, boys and girls perform different roles and have different experiences, knowledge, talents and needs. It is only through understanding these differences that educational policies, programs and projects can identify and adequately meet the different and diverse learning and training needs of men and women, boys and girls. The strategic use of distinct knowledge and skills possessed by both is the key to achieving gender equality and realizing their full human rights.

### **Gender Equality in Education**

Ensuring gender equality for girls and boys means that they have equal opportunities to enter school, as well as to participate in, and benefit from the range of subjects or other learning experiences offered in classrooms and schools. Through gender-sensitive curricula, learning materials, and teaching-learning processes, girls and boys become equally equipped with the life skills and attitudes that they will need to achieve their fullest potential, within and outside of the educational system, regardless of their sex (<http://www.unesco.org/bangkok>, accessed on August 25, 2009)

On the basis of literature review the researchers have decided to design an in-depth analysis of the national education policies and data about gender disparities in education

### **Objectives of the study**

The following were the objectives of the study

- To make a comparative analysis of the national education policies on gender disparities
- To analyze the national data in terms of institutions, teachers and enrolment about gender equity.
- To investigate the causes of gender disparities in education
- To discuss ways and means to address gender issues at both the national and provincial levels.

### **Methodology**

The research was descriptive in nature. Method of data collection was primary and secondary. The Academy of educational planning and Management conducted five seminars (one national and four provincial) on gender disparities in education. In each provincial seminar 30 participants attended and in national 30 participants were also attended from across the country. In this way to 150 participants attended these seminars that included educational managers, planners and decision makers in addition of head of institution. Data collected from participants of these seminars were used in this article.



As far as secondary data was concerned all documentary analysis of the official announced national education policies were made and available data of National education management system (NEMIS) 2008-09 were used in this research.

### **Analysis of National Education Policies**

The government of Pakistan has made various national education policies since its inception as independent state for providing educational facilities to the general masses. The analysis of the some important policies have been made regarding gender issues

### **The National Education Policy (1998-2010)**

The National Education Policy (1998-2010) emphasized to achieve universal primary education and increase in participation rate, enhancement of retention and completion of primary education cycle. To achieve these, it includes the following policy provisions, relevant to improving female education:

<b>Focus of NEP 1998-2010</b>	<b>Gender Disparities</b>
Gender disparities and imbalances from education may be eliminated in order to promote equity in provision of education.	This focuses on gender disparities in education across the country.
The optimum utilization of existing facilities and services may be used to enhance access to elementary education and new facilities may also be arranged accordingly.	These efforts will improve access to education and reduce gender disparities at elementary level.
Quality of elementary education shall be improved by providing teachers' training programs.	Provision of training facility of female teachers can help to promote the quality of girls' education.
Non-formal system shall be streamlined as complementary to formal system, so as access may be enhanced.	Non-formal system is based on the notion of providing education mostly to out-of-school children and women living in far and remote areas where there are no formal education facilities are available in general and for girls particularly.

The above provisions of National Education Policy (1998-2010) addressed the major issues regarding gender such as:

- Policy has provision to remove the imbalances (between genders, locations and provinces) in education
- The focus is on promoting equity among various segments of society in the country.

- Efforts may be made to enhance of access to education especially of girls, through formal and non-formal systems
- The policy was aims at enhancing access and quality of education through the improvement in teachers' training programs so that competency of the teachers can be enhanced for producing quality of education in classroom.

### **Education Sector Reforms (2001-05)**

This was a comprehensive package of educational reforms with medium term targets. The ESR was developed by the Ministry of Education to be a long-term framework of reforms linked to 'Education for All' goals through 2015, with three year action plan for 2001-04 designed to reduce the gap in imbalances of service delivery. The ESR Action Plan targets were aligned to national reforms and priorities. The ESR targets focused on sub-sectors:

- National literacy campaign – Integrated approach to poverty reduction
- Universal primary/elementary education
- Improving the quality of education: curriculum reform, text book, teacher education and training, examination reforms and assessment
- Technical stream at secondary level and polytechnics/mono-technics at district level
- Higher education sector
- Public private partnership

The thrust areas emphasized for providing educational opportunity to boys and girls across the country. The further specific areas related to gender disparity are given below:

<b>Focus Area of ESR</b>	<b>Gender Disparity - reduction</b>
The focus was on universalization of primary education as well as adult literacy.	This means elimination of gender disparities in education across the country.
Provision of quality of education through better training facilities to the teachers, revision curriculum and textbook and reforms regarding competency based examination system.	The focus is on provision of quality education consequently, reducing drop-out and improve learning achievements for both girls and boys. Resultantly disparities may be reduced.
Introduction of third stream of gender area, specific technical and vocational education at secondary level.	The focused was on female employment and empowerment, so as they may be able to live independent economically.
Setting up mono-technique/poly-technics at district and tehsil levels.	The focused to improve technical skills among girls/women. Consequently economic development in the country.

It can be seen from the comparative analysis of ESR programs that efforts were made to enhance access to education, with quality so that productive skillful personnel can be produced.

### **National Education Policy 2009**

The government of Pakistan, the Ministry of Education has recently announced National Education Policy 2009. This policy commits to provide educational facility to all citizens of the country. The specific areas addressed are given below:

<b>Focus Area/vision</b>	<b>Relevance to Gender Disparity</b>
Education system provides quality education to children and youth to enable them to realize their individual potential, so as to contribute in development of society. Moreover, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, and democracy, their regional and local culture and history based on the basic ideology of the Islamic Republic of Pakistan.	Gender neutral vision has been adopted so that equal opportunities can be provided to the citizens.
<b>Aim and Objectives</b>	
To widen access to education for all with the provision of quality of education as per requirements.	This objective also emphasized on access to Education For All, so that targets of EFA maybe achieved.
To equalize access to education through provision of special facilities for girls and boys.	This focuses on equal access to boys and girls as well as reduced the disparities in education.
To eradicate illiteracy within the shortest possible time through universalizing of quality elementary.	This focuses on universal elementary education. The ultimate goal is to provide equal opportunities to the citizens.

The policy 2009 also has ventral provision for the improvement of education system in the country so that disparities can be removed form education system.

### **Comparative Analysis of Objectives/Policy Actions of National Education Policies**

<b>Education Policy</b>	<b>National Education Policy 1998-2010</b>	<b>ESR Program 2001-02-2005-06</b>	<b>National Education Policy 2009</b>
<b>ECE</b>	-Kachi class at	-Kachi class at primary	-Quality of ECE

	primary level shall be introduced as an integral part of elementary education to improve students' achievement.	level shall be introduced as a part of the effort to improve achievements of pupils.	shall be based on a concept of holistic development of the child.
<b>Literacy</b>	-Provision of functional literacy and income generation skills for rural women.	-Targets to make 13.5 million males & female (10+ age group) literate in order to increase literacy rate.	-Universal access to ECE shall be ensured within the next ten years. - Literacy rate may be increased up to 80% by 2015 - Special literacy skills programs shall target older child labourers, boys and girls (14 or 17).
<b>Elementary Education</b>	-To enhance retention and completion of primary education cycle up to 90% students (both boys and girls) by the year 2010. -To reduce the existing disparities in education. -Disparities and imbalances shall be eliminated, to promote equity in education system. -High priority to the provision of elementary education.	-Reducing gender disparity by 10% annually. -Eliminate gender disparity in primary education by 2015 -Textbooks and curriculum will be rights based and gender sensitive.	- All children, boys and girls, shall be brought to schools by the year 2015. - Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.
<b>Secondary Education</b>	-To ensure that all boys and girls, who	-Reducing gender disparity by 10%	-Provision of secondary may be

are desirous of annually. expanded,  
 entering secondary -Eliminate gender particularly in the  
 education are not disparity in primary rural areas.  
 deprived of their -Textbooks and Priority shall be  
 basic right because curriculum will be given to those  
 of non-availability rights based on gender locations where  
 of the schools. sensitivity. the ratio of  
 secondary  
 schools is low.

The comparative analysis of these rational education policies clearly indicates that government of Pakistan has made every possible effort to provide educational facilities to the citizens of the country with any priority to either sex. These interventions are neutral for the improvement of education system in the country.

### **The Gender Dimension NEP 2009**

The Gender Parity Index (GPI) is the ratio of females' enrolment to the males' enrolment. A GPI of more than one indicates that, in proportion, to every male in the school, there is more than one female. Pakistan has made considerable progress in achieving more equitable distribution of opportunities between male and female. NEP 2009 presents progress in Gender Parity Index as follows:

*Table-1: Gender Parity Index*

Level	Years		
	2001-02	2005-06	2007-08
Primary Education	0.72	0.82	0.85
Secondary Education	0.73	0.77	0.77
Adult Literacy	0.51	0.58	0.64
Youth Literacy	0.72	0.72	0.78

*Source: GOP, NEP (2009, p.66)*

*Table-2: Gender Parity Index (Location Wise)*

Gender Parity Index	2005-06		2007-08	
	Rural	Urban	Rural	Urban
<b>ECE/GER</b>	93	88	-	-
<b>Primary GER</b>	84	85	92	86
<b>Secondary GER</b>	22	48	22	48

*Source: GOP, NEP (2009, p.67)*

### **Gender Disparities in GER and NER**

The gross enrolment rate and net enrolment rate are very important indicators for the analysis of the gender issues at national level. Therefore a comparative analysis of GER and NER was made on the basis of available official documents Economic Survey 2004-

05, 2006-07 indicate that GER at primary level was 86% in 2004-05 which increased up to 91% in year 2007-08. Hence GER for boys was 94% as compared to 77% of female. This has been increased upto 97% for male and 83% for female in 2007-08. The *Economic Survey of Pakistan 2004-05 to 2007-08* further indicates that NER at primary level was 52% in 2004-05 which increased upto 55% in 2007-08. NER for male was 56% and 48% for female, which increased upto 59% for male and 52% for female in 2007-08. GPI also shows progress from 0.86 in 2007-08.

### **Gender Disparity in Education Institution at National Level**

*Table-3: Institutions by Gender, 2008-09*

<b>Level</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Mixed (%)</b>	<b>Total (%)</b>
Pre-Primary	1.51	5	94	100
Primary*	58	32	10	100
Middle	22	20	58	100
High	32	19	49	100
Higher Secondary/ Intermediate Colleges	31	30	39	100
Degree Colleges	39	47	14	100
Universities	-	-	100	100
<b>Total</b>	<b>48</b>	<b>28</b>	<b>24</b>	<b>100</b>

*\* Mosque Schools are included in Primary Schools.*

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-3 indicates that 94% mixed pre-primary schools were functioning in 2008-09 in the country, which means that no gender disparity could be clarified at this level. Gender disparity was found at primary level as 58% male and 32% female schools were avail at this level. Similarly slightly gender disparity can be seen at middle high, higher secondary and degree colleges' level. However, data further indicates that 58% middle and 49% high schools were mixed which shows that we are shafting toward co-education. As universities are usually 100% Co-education University functioned.

*Table-4: Institutions by Sector and Gender, 2008-09 (Public)*

<b>Level</b>	<b>Boys (%)</b>	<b>Girls (%)</b>	<b>Total (%)</b>
Pre-Primary	-	-	-
Primary*	65	35	100
Middle	52	48	100
High	66	34	100
Higher Secondary/ Intermediate Colleges	57	43	100
Degree Colleges	50	50	100
Universities	-	-	56
<b>Total</b>	<b>64</b>	<b>36</b>	<b>100</b>

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-4 shows that gender disparity was found at primary level as 65% primary school were for boys and 35% for girls. Similarly 52%, 66% and 57% middle, high and higher secondary respectively functioned by boys whereas, 48%, 34% and 43% for girls.

*Table-5 Institutions by Sector and Gender, 2008-09 (Private)*

<b>Level</b>	<b>Boys (%)</b>	<b>Girls (%)</b>	<b>Mixed (%)</b>	<b>Total (%)</b>
Pre-Primary	2	5	94	100
Primary*	4	4	92	100
Middle	3	3	94	100
High	8	7	85	100
Higher Secondary/ Intermediate Colleges	14	22	64	100
Degree Colleges	11	40	49	100
Universities	-	-	-	100
<b>Total</b>	<b>5</b>	<b>5</b>	<b>90</b>	<b>100</b>

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-5 illustrates that in private sector no gender disparity was found at intermediate and degree levels as 14% higher secondary. 11% degree colleges were available for boys whereas 22% and 40% were for girls.

The data further shows that majority of all level schools were mixed in the private sector.

### **Gender Disparity in teachers at National Level**

*Table-6 Teachers by Gender, 2008-09*

<b>Level</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Pre-Primary	13	87	100
Primary*	53	47	100
Middle	35	65	100
High	44	56	100
Higher Secondary/ Intermediate Colleges	51	49	100
Degree Colleges	52	48	100
<b>Total</b>	<b>46</b>	<b>54</b>	<b>100</b>

*\* Mosque Schools are included in Primary Schools.*

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-6 depicts that majority of female teachers have been employed in education. 54% female teachers and 46% male teachers were working in 2008-09 in the country.

*Table-7 Teachers by Sector and Gender, 2008-09 (Public)*

<b>Level</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Pre-Primary	0	0	0
Primary*	62	38	100
Middle	51	49	100
High	64	36	100
Higher Secondary/ Intermediate Colleges	59	41	100
Degree Colleges	55	45	100
<b>Total</b>	<b>60</b>	<b>40</b>	<b>100</b>

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

*Table-8: Teachers by Sector and Gender, 2008-09 (Private)*

<b>Level</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Pre-Primary	13	87	100
Primary*	22	78	100
Middle	25	75	100
High	28	72	100
Higher Secondary/ Intermediate Colleges	45	55	100
Degree Colleges	41	59	100
<b>Total</b>	<b>27</b>	<b>73</b>	<b>100</b>

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-7 shows that gender disparity can be seen in the public sector regarding teachers. 62% male and 38% female teachers have been employed at primary level. 51%, 64%, 59% and 55% male teachers have been employed at middle, secondary and degree colleges respectively. On the contrary 49%, 36%, 41% and 45% female teachers have been employed in middle secondary and college degree respectively.

Table-8 shows that female teachers have been given job in the private sector at all levels.

### **Gender Disparity in enrolment at National Level**

*Table-9 Enrolment by Gender, 2008-09*

<b>Level</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Pre-Primary	55	45	100
Primary*	56	44	100
Middle	57	43	100
High	58	42	100
Higher Secondary/ Intermediate Colleges	55	45	100



Degree Colleges	73	27	100
Universities	56	44	100
<b>Total</b>	<b>56</b>	<b>44</b>	<b>100</b>

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-9 indicates 56% male and 44% female have been enrolled in various institutions in the country. 55% male and 45% female children have been enrolled at pre-primary level. 56% male and 44% female have been enrolled at primary level. 57% male and 43% female enrolled at middle level; whereas, 58%, 55%, 73% and 56% male have been enrolled at secondary degree college and university respectively.

*Table-10: Enrolment by Sector and Gender, 2008-09 (Public)*

<b>Level</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Pre-Primary	55	45	0
Primary*	56	44	100
Middle	59	41	100
High	60	40	100
Higher Secondary/ Intermediate Colleges	56	45	100
Degree Colleges	77	23	100
Universities	53	47	100
<b>Total</b>	<b>57</b>	<b>43</b>	<b>100</b>

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-10 shows that gender disparity can be seen regarding enrollment in public sector, 57% boys and 43% girls have been enrolled in public sector. Similarly gender disparity has been found almost all level from pre-primary to university level in the public sector.

*Table-11 Enrolment by Sector and Gender, 2008-09 (Private)*

<b>Level</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Pre-Primary	55	45	100
Primary*	55	45	100
Middle	54	46	100
High	54	47	100
Higher Secondary/ Intermediate Colleges	51	49	100
Degree Colleges	36	64	100
Universities	71	29	100
<b>Total</b>	<b>55</b>	<b>45</b>	<b>100</b>

*Source: NEMIS Database 2008-09, AEPAM, Ministry of Education*

Table-11 shows that gender disparity was also found in private sector enrolment.

### **Data analysis regarding Causes of gender disparity**

The respondents of the study were requested for providing information regarding causes of disparity in education. Their responses are presented in the following table.

*Table-12: Factors Related to Teachers*

<b>S #</b>	<b>Factors related with Teachers</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>Total</b>
1	Lack of qualified teachers	110	73	40	27	100
2.	Non-availability of female teachers	135	90	15	10	100
3.	Long distance from home to school for female teachers	132	88	18	12	100
4.	Transportation problems in rural areas	120	80	30	20	100
5.	Security problems for female teachers	120	80	30	20	100
6.	Non-availability of residential facility in hard areas	130	87	20	13	100
7.	Teachers' absenteeism	132	88	18	12	100

*Source: Jatoi & Hussain (2009) National and Provincial Seminars on gender disparities in Education*

Table-12 indicates that 90% respondents were of the view that non-availability of female teachers was a factor of disparity. 88% respondents were of the opinion that long distance and teacher's absenteeism were factors of disparity. 87% informed non-availability residential facility in hard areas was factor for disparity. 80% respondents said transport and security of female teachers were causes of disparity in education.

*Table-13: Factors related with Parents*

<b>S #</b>	<b>Factors related to Parents</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>Total</b>
1.	Poverty	142	95	8	5	100
2.	Illiteracy	90	60	60	40	100
3.	Conservative behavior	115	77	35	23	100
4.	Negative attitude towards female education	85	57	65	43	100
5.	Lack of knowledge about the importance of female education	87	58	63	42	100
6.	Girls are treated as second preference	95	63	55	37	100
7.	Domestic responsibilities of female students	112	75	38	25	100
8.	Non-availability of help in studies in homework cause of drop	112	75	38	26	100
9.	Large family size	112	75	38	25	100

*Source: Jatoi & Hussain (2009) National and Provincial Seminars on gender disparities in Education*

Table-13 shows that 95% respondents were of the view that poverty was cause of disparity. Similarly, 77% and 75% respondents held opinion that conservative behavior, domestic responsibilities of female students, large family size and non-availability of help in studies in homework were causes of disparity in education.

*Table-14: Factors of Affecting Female Participation*

S #	Factors Affecting Female Participation	Yes	%	No	%	Total
1.	Social constraints	145	97	5	3	100
2.	Cultural barriers	142	95	8	5	100
3.	Economic conditions of parents	145	97	5	3	100
4.	Political commitment	83	55	67	45	100
5	Non involvement of stake holders	86	57	64	43	100
6.	Gender biased textbooks	58	39	92	61	100
7.	Non-availability of schools near to home	132	88	18	12	100
8.	Non-availability of physical facilities	145	97	5	3	100

*Source: Jatoti & Hussain (2009) National and Provincial Seminars on gender disparities in Education*

Table-14 illustrates that 97% respondents were of the opinion that social constraints, economic conditions, and non-availability of physical facilities in school were causes of disparity. 95% and 88% respondents were of the view that cultural barriers and non-availability of schools near to home were causes of disparity.

## **Findings**

On the basis of the data analysis the following findings were drawn.

It was found that National Education Policies had provision to remove imbalances between gender and location in all the provinces in education. Efforts have been made to enhance access, equity and quality of education through formal and non-formal systems in the country. As the comparative analysis of the policies indicates that government always harness the resource to increase ECE, elementary and secondary education. But in spite of these interventions gender parity index could not be brought upto the desired level. The parity index at primary level was 0.72 in 2001-02 which increased 0.85 in 2007-08. Similarly at secondary level GPI was 0.73 which increased upto 0.77 in 2007-08.

It was further found that GER at primary level was 86% in 2004-05 which increased up to 91% in year 2007-08. Hence GER for boys was 94% as compared to 77% of female. This has been increased upto 97% for male and 83% for female in 2007-08. It was also found NER at primary level was 52% in 2004-05 which increased upto 55% in 2007-08. NER for male was 56% and 48% for female, which increased upto 59% for male and 52% for female in 2007-08. GPI also shows progress from 0.86 in 2007-08.

It was found that almost all the national education policies emphasized to provide equal opportunity to the masses irrespective of gender. But in spite of that equal number of educational institutions could not be established in the country. It was found that 94% mixed pre-primary schools were functioning in 2008-09 in the country. Gender disparity was found at primary level (58% male and 32% female schools) middle, high, higher secondary and degree colleges' level.

The data further indicates that more gender disparity was found in the public sector as compared to private sector because in the private sector majority of the instructions were mixed. Data shows that gender disparity was found in public sector at primary level as 65% primary school were for boys and 35% for girls. Similarly 52%, 66% and 57% middle, high and higher secondary respectively functioned by boys whereas, 48%, 34% and 43% for girls. On the contrary in private sector no gender disparity was found at intermediate and degree levels as 14% higher secondary. 11% degree colleges were available for boys whereas 22% and 40% were for girls. Data further shows that majority of all level schools were mixed in the private sector.

The required number of teachers is very essential for smooth function of the educational institutions; it was found that 54% female teachers and 46% male teachers were working in 2008-09 in the country. If we want to examine the sector wise this situation the data indicates that gender disparity can be seen in the public sector regarding teachers. 62% male and 38% female teachers have been employed at primary level. 51%, 64%, 59% and 55% male teachers have been employed at middle, secondary and degree colleges respectively. On the contrary 49%, 36%, 41% and 45% female teachers have been employed in middle secondary and college degree respectively. Whereas in the private sector it was found that female teachers have been given job in the private sector at all levels.

The enrolment is also an important indicator for gender disparity it was found that 56% male and 44% female have been enrolled in various institutions in the country. 55% male and 45% female children have been enrolled at pre-primary level. 56% male and 44% female have been enrolled at primary level. 57% male and 43% female enrolled at middle level whereas, 58%, 55%, 73% and 56% male have been enrolled at secondary degree college and university respectively. The further sector wise analysis indicates that gender disparity can be seen regarding enrollment in public sector, 57% boys and 43% girls have been enrolled in public sector. Similarly gender disparity has been found almost all level from pre-primary to university level in the public sector. Similarly gender disparity was also found in private sector enrolment.

### **Conclusions**

It was concluded that all national educational policies were neutral in providing educational facilities to people of Pakistan. Some progress in reducing gender parity index have been made but there is still needs to reduce this gap. Similarly some progress

has also been made regarding GER and NER, however gender gap exist in these progress indicators which indicate that required effective strategies could not be developed. It was further concluded that gender disparities in education existed in term of number of institutions, availability of teachers and enrolment. It is fact that male population has greater access to education as compared to female due to various reasons. It is very interested to conclude that more female teachers have been employed in the private sector as compared to male teachers. The majority of the schools in private sector were functioning in mixed category, which indicates that private sector is playing neutral role in the quantitative expansion as well as qualitative improvement of education sector in the country. It was further concluded that role of private sector was increasing day by day which need to be addressed in appropriate manner otherwise monopoly would be established in at elementary and secondary level. This expansion of private sector also shows that investment in education sector is profitable but in the public sector is indicator could not be found encouraging.

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## **Challenges in teaching and learning of English at Secondary School Level –Class X**

Roshan Ali Teevno\*

### **Abstract**

*This paper describes the challenges faced by teachers and students in teaching and learning of English at secondary level. The study was limited to class x. It has been observed that in recent times the governments of Sindh and Pakistan have been providing a lot of facilities including free books and training programs for the teachers at secondary level but the teaching and learning of English is not up to mark. The participants of the study were 11 English teachers including 7 male and 4 female, 70 students including 40 male and 30 female and also; 6 English experts which include 4 male and 2 female. Teachers and students were administered questionnaires and involved in focus group discussion and experts were interviewed. It was found that teachers had no proper training of teaching English, proper facilities were not provided and curriculum was not according to the needs of students. These reasons hindered the teaching and learning process of English. This study was carried out at one of the taluka of district Naushahro Feroze Sindh Pakistan.*

**Keywords:** English teacher, Learners, Challenges, Secondary Level, Existing Practices

### **Introduction**

After the 1950s there has been great advancement in communication as a result of which world has become global village. This gave birth to need of common language which was English. These days English is called language of economic system, international tourism, electronic information and higher education.

Over 80 percent international organizations in the field of international relations make official use of English (Mackay 2002:17). In Asia and the pacific some 90% of organizations use only English for their official proceedings (ibid). Nehru said, ‘English is our major window of the world.’ “English is not a subject which can be taught; it is a subject which must be learnt.” (Michel West). F. G French said, “No language ancient and modern can be compared with English in number of its speakers, writers and readers all over the world.” English language teaching is regarded as being far from satisfactory in the country, not conducive to learning the language (Warsi 2004). Teaching and learning of English in Pakistan is based on the system of grammatical patterns and there is a trend of formal and bookish language, students just produce sentence and focus on reading and writing (Nunan 1988, p 27).

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\* Iqra University Karachi Pakistan

Realizing the need of the English language many training programs to teach English has started. In this connection, Sindh government, in the collaboration with British council, Society of Pakistan English teacher (SPELT) and The Aga Khan University arranged English language teaching (ELT) programmes to provide professional assistance to teachers across the province. It has been witnessed that, in recent times government has taken several measures to improve the quality of English language in the country. However, it has been felt that, there is not satisfactory progress in the improvement of English language. In this connection this study was conducted in one of the districts of Sindh Pakistan to find out why English teaching and learning is not improving.

The aims of this study were to find out what problems teachers face in teaching English and what problems students face in learning English and also; what academic facilities have been provided for teaching and learning of English at secondary level. It was also one of the aims of the study to observe the existing practices of teaching English at secondary level. This study helped out to suggest the government some important measures to improve the quality of teaching and learning of English at secondary level with special reference to one of the districts of Sindh Naushahro Feroze. According to (Warsi 2004) translation method is still being used in most of language programmes. Language teaching programmes are not according to the needs of teachers and learners (ibid). These views also tell us that in Pakistan, there are still traditional methods of teaching. We know that method is essential for any kind of development in any language especially for learning any second or foreign language. In this context the use of modern methods in Pakistan for learning English has been the dream because the teachers teaching English have no knowledge of modern methods. After all above discussion we can conclude that generally in Pakistan there are too many hindrances in teaching and learning of English which include over crowded classes, use of traditional methods, faulty examination system, and non availability of require facilities etc.

In spite of all the efforts made by the public and private sector the good results are still awaiting and we still need to do a lot in order to have the desired results. It is difficult for the teachers who are not the native speakers to teach English. Especially in Sindh, the situation is not satisfactory, particularly in rural areas the situation is not as good as it should have been. Therefore, this study attempts to find out challenges faced by the teachers as well by the students studying at the secondary. This study will also help find out the actual practices of teaching in the class.

### **Research questions**

Following were the research questions of this study.

- What method teachers use for teaching English?
- What problems do students face in the classroom in learning English?
- What academic facilities have been provided for teaching of English?



- What needs to be done to resolve the existing challenges in teaching and learning process of English at secondary level?

## **Methodology**

### **Strategy of the study**

The study employed mix methodology. For quantitative part questionnaire was administered to teachers and students to find out the actual problems they face in teaching and learning of English. They were also asked about the facilities available to them for teaching learning process. Class rooms were also observed. For qualitative part focus group discussion one each for teachers and students was organized so that their opinions could be gathered about the topic. For the expert opinion on curriculum effectiveness or suitability four subject specialists of English were interviewed.

This study was carried out at one of the taluka of district Naushahro Feroze Sindh Pakistan. In particular taluka there were fourteen public high schools (male and female). In these schools there were 1000 students and 19 English teachers. 07 schools, 11 teachers and 70 students were taken as sample while using stratified sampling giving due representation to male female and rural/urban schools.

### **Plan for Data analysis**

Collected data was analyzed on computer as well as manually.

### **Procedure of the study**

First of all, the required research tools were developed which include questionnaires for teachers and students, check list for classroom observation and schedule for interview with subject specialists of English. Through questionnaires teachers and students were asked about difficulties they faced in the process of teaching and learning of English. They were also asked about the facilities like provision of appropriate furniture, availability of computer labs, libraries, provision of English news papers, books, audio-visual aids like tv, tape recorder, charts, pictures, over-head projector, multi-media etc. Through classroom check list existing practices of teaching and learning of English were observed. In focus group discussion more perceptions of teachers and students were sought about English teaching and learning. In interview with subject specialists it was tried to find out the opinions of these specialists about the effectiveness of English curriculum at secondary level. Findings were extracted from the analyzed data and recommendations were made for different concerned people To maintain the trustworthiness and authenticity of the data, the researcher completed every step of the study personally.

### **Findings**

After the analysis of the data, many challenges/issues/facts regarding teaching-learning of English have been identified. It was found that teachers were lacking in on job trainings

and refresher courses especially, of English language teaching. In addition to this, teachers do not get training in syllabi change, mostly teachers use Grammar Translation Method, no awareness of Communicative Teaching Method, a few of teachers as well as students use English language in their classrooms, no development of reading, writing, speaking and listening skills, a few teachers use pair work and group work techniques. Though majority of the schools have their libraries but none of these have the provision of English newspapers, no computers, and audio visual aids. The classes were over crowded and English is being taught as a subject not as a language. Lesson planning, insufficient time allocation, classroom management, modification in curriculum of English, and improper inspection system were some other challenges in the development of English Language in the secondary schools were found. One positive point in whole picture was the teaching experience of the teachers in ELT; because most of the teachers had more than eleven years. But on the other hand most of the students do not ask questions, and their emphasis is on reading skill especially on aloud reading skill.

*Table-1: Findings*

<b>S. No</b>	<b>Area of interest</b>	<b>Results in %</b>
1.	Teachers' Training and Refresher Courses	63.63%
2.	Training in Case of Curriculum Change	0.0%
3.	Use of Grammar Translation Method	90.90%
4.	Awareness and use of Communicative Method	0.0%
5.	English as a Medium of Instruction	30.00%
6.	Students use English as a medium of communication	27.27%
7.	Use of Four skills of English Language	0.0%
8.	Pair-work or Group work techniques	27.27%
9.	Creativity among students by home work	0.0%
10.	Libraries in schools	50.00%
11.	Provision of English Newspapers	0.0%
12.	Availability of Computers	0.0%
13.	English as a subject	100.00%
14.	English as a language	0.0%
15.	Over-crowded Classes	63.63%
16.	Use of A.V. aids	0.0%
17.	Lesson Planning	0.0%
18.	Insufficient time allocation	54.54%
19.	Classroom Inspection System	0.0%
20.	Modification in English Curriculum needed	50%
21.	Classroom Management	0.0%
22.	Teaching Experience in ELT	72.72%
23.	Passage Translation into Mother tongue	100.00%
24.	Use of reading skill	100.00%
25.	Students ask questions	36.36%

### **Recommendations and discussions**

- Teachers should try to encourage students to use English as medium of communication not only in the class but also at home as well. Child centered activities are necessary to be used in the class.
- They should also try to learn and use modern methods of teaching including communicative method in the class room. Students should be given creative home work.
- Efforts should be made to promote all four skills (speaking, listening, reading and writing) of English language in the classroom. Teachers should also try to encourage students to read English news papers and same be provided to schools. Teachers should prepare lesson plans and should deliver them with the help of audio visual aids which could create realistic situation for teaching of English.
- Students are advised to use English language in the classroom as well as at home so that, they can get good practice. They should ask questions from the teachers in the classroom and get your concepts cleared. Students need to work properly and come to school regularly and emphasize to develop all four skills while learning English and promote self study.
- They should try to watch English programs when they get free time, specially listen to English speeches. If possible students should try to use internet for learning English.
- Curriculum should be reviewed after some specific time. All the stake holders, including students, teachers, parents and administrators should be included in the committee for reviewing the curriculum.
- Curriculum should be child centered and activity based which could promote English as language not as subject. Curriculum should be based on modern teaching methodologies.
- Teachers should be trained keeping in view the changes made in the curriculum. More creative exercises based on four skills (speaking, listening, reading and writing) should be included in the text book of English.
- Parents should encourage their children to use English at home and class. They should also try to buy their children different English books and magazines especially English news papers and make sure that children read them on the regular basis. Parents should also make sure that their children attend their classes regularly. They should also have close contact with the teacher so that, they can inquire about the study and class performance of their children.
- The administrators should try to motivate teachers for attending the classes regularly and make use o English language in the class. They should try to provide required facilities in the schools. They should try to provide professional assistance to the teachers.
- Teachers to use audio-visual aids and modern methods of teaching during the teaching of English.

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## **Comparison of Qualification and Experience of Early Childhood Education Teachers in Public and Private Sector**

Abdul Waheed\*

Muhammad Sajjad Ansari\*\*

Zulkaif Ahmed\*\*\*

### **Abstract**

*The study was designed to compare the qualification (academic and professional) and experience of early childhood education teachers in schools of public and private sectors at district Jhang, Pakistan. For this purpose, a comprehensive survey was conducted to collect the data using questionnaire from public (n=264) and private (n=120) schools of four tehsils of district Jhang through random sampling. Higher ( $P < 0.05$ ) percentage of ECE teachers was found having qualification of graduation and intermediate in schools of public sector compared to schools in private sector (30 and 16, respectively). The higher ( $P > 0.05$ ) percentage of ECE teachers having matric qualification is recorded in schools of private sector compared to schools in public sector (48 and 23, respectively). The percentage of ECE teachers having qualification of M. Ed./MA Education and B. Ed. was found significantly higher in schools of public sector (12 and 48, respectively) compared to schools in private sector (4 and 37, respectively). The significantly higher percentage of ECE teachers was found having PTC qualification and Montessori Diploma in schools of private sector (28 and 12, respectively) compared to schools in public sector (15 and 2, respectively). The significantly higher percentage of ECE teachers having 1-5 years experience was found in schools of private sector compared to schools in public sector (67 and 49, respectively). Percentage of ECE teachers having 21 and above years experience was found significantly higher in schools of public sector compared to schools in private sector (5 and 0, respectively). It is concluded that teachers of public schools have better academic and professional qualification compared to teachers in schools of private sector. Majority teachers in schools of private sector are young, less experienced and with undergraduate qualification. However, more teachers in private sectors have Montessori training diploma/certificate.*

**Keywords:** Early Childhood Education, Public and Private Sector, Qualification and Experience, Social Development, Mental Development

### **Introduction**

Education has very distinctive role in the development of social, ethical and moral values of a nation. Formally, education levels can be categorized in four different categories, like pre-primary, primary, secondary and higher level (Curtis and O'Hagan, 2003). Each level of education has its own potential impacts on the child character and mental

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\* PhD Scholar of Department of Education in National University of Modern Languages, Islamabad

\*\* Fellow of Higher Education Commission of Pakistan

\*\*\* Ex-Chairman of EPM Department, Allama Iqbal Open University, Islamabad

development but early childhood education has been recognized as major contributor in this regard (Fromberg, 2002; Jensen, 2000).

Early childhood education plays critical role in intellectual, moral, and social development of the child character (Kay, 2004). Quality of early childhood teachers affects the development, curiosity, creativity and mental power of child (Gunnestad, 2005; Singh, 1997). Experience and qualification (academic and professional) enhance the performance of the early childhood teachers in classrooms (ACEI, 1998&2006). Moreover, these factors also improve the quality of pupil's learning by adopting different teaching strategies (Anziano *et al.*, 1999). It is well recognized that quality of education is directly related to the quality of instruction that is associated with academic and professional qualifications, experience, and knowledge of the subject matter, skills of teaching and the commitment of the teacher (Henniger, 2002).

Knowledge about the current status of the early childhood education teacher qualification (academic and professional) and experience in private and public sector is required to develop future strategies to enhance professional competency of the teachers. Therefore, this study was designed to get information regarding qualification (academic and professional) and experience of the early childhood teachers working in private and public sectors in district Jhang, Pakistan.

### **Objectives of the Study**

The study was designed to achieve the following objectives:

1. To compare the academic and professional qualification of ECE teachers in public and private schools of the district Jhang
2. To compare the experience of ECE teachers in public and private schools of the district Jhang

### **Significance of the Study**

The information about the qualification (academic and professional) and experience of the ECE teachers in private sector will provide the chance to visualize the current status of experience, academic and professional qualification of ECE teachers at district Jhang. The findings of the study will be of great value for private/public sector departments/programmes and other related agencies to plan and organize early childhood education in Pakistan.

### **Research Methodology**

All the ECE teachers of primary schools in district Jhang constituted the population of the study. The sample was taken as ten percent teachers of public sector and twenty percent teachers of private sector, selected through random sampling. The total sample was 384 teachers (264 public and 120 from private sector). A questionnaire was developed and validated through pilot testing and used as research instrument. Mostly items of the

questionnaire were related with the experience and qualification (academic and professional) of the ECE teachers. The data was collected through mail from the sample schools and item wise analysis of the data was made in order to arrive at the findings of the study.

### **Data Analysis**

The data on the years of experience, academic and professional qualification is given as percentage and analyzed using chi-square test.

### **Findings of the Study**

#### **Academic Qualification of ECE Teachers**

The data on academic qualification (postgraduate, graduate, intermediate and matric) of ECE teachers of schools in public and private sector is given in Table 1. Similar ( $P>0.05$ :  $\chi^2=0.58$ ) percentage of ECE teachers were having postgraduate qualification in public and private sector (9 and 6, respectively). The significantly higher ( $P<0.05$ ) percentage of ECE teachers was found having qualification of graduation ( $\chi^2=5.07$ ) and intermediate ( $\chi^2=7.29$ ) in schools of public sector (42 and 26, respectively) compared to schools in private sector (30 and 16, respectively). The higher ( $P>0.05$ :  $\chi^2=25.4$ ) percentage of ECE teachers having matric qualification is recorded in schools of private sectors compared to schools in public sectors (48 and 23, respectively).

#### **Professional Qualification of ECE Teachers**

The data on professional qualification (M. Ed. /MA Education, B. Ed., CT, PTC and Montessori Diploma) of ECE teachers of public and private sector is given in Table 1. Similar ( $P>0.05$ :  $\chi^2=0.36$ ) percentage of ECE teachers were having CT qualification in public and private sector (23 and 20, respectively). The percentage of ECE teachers having qualification of M. Ed./MA Education ( $\chi^2=5.57$ ) and B.Ed ( $\chi^2=4.66$ ) was found significantly higher ( $P<0.05$ ) in schools of public sector (12 and 48, respectively) compared to schools in private sector (4 and 37, respectively). The significantly higher ( $P<0.05$ ) percentage of ECE teachers was found having PTC qualification ( $\chi^2=8.17$ ) and Montessori Diploma ( $\chi^2=16.9$ ) in schools of private sector (28 and 12, respectively) compared to schools in public sector (15 and 2, respectively).

#### **Experience of ECE Teachers**

The data on the years of experience of ECE teachers is given in Table 2. Similar ( $P>0.05$ ;) percentage of ECE teachers having 6-10,11-15 and16-20 ( $\chi^2=2.23$ , 0.37 and 3.57, respectively) years experience was found in public and private sectors. The significantly higher ( $P<0.05$ ) percentage of ECE teachers having 1-5 years experience was found ( $\chi^2=11.11$ ) in schools of private sector compared to schools in public sector (67 and 49, respectively). And the percentage of ECE teachers having 21 and above years

experience was found significantly higher ( $P < 0.05$ :  $\chi^2 = 5.63$ ) in schools of public sector compared to schools in private sector (5 and 0, respectively).

### Conclusion

It is concluded that teachers of public schools have better academic and professional qualification compared to teachers in schools of private sector. Majority teachers in schools of private sector are young, less experienced and with undergraduate qualification. However, more teachers in private sectors have Montessori training diploma/certificate.

### Recommendation

As the results of the study indicated that majority teachers of the public and private schools had not enough academic and professional qualifications and they had no separate ECE training; therefore, government should arrange diploma/certificate of training in ECE and teachers with higher qualification must be considered for appointment.

*Table-1: Academic and professional qualification of ECE teachers in private (n=120) and public sector (n=264) schools*

	Qualification	Sector	Teachers no. (%)	$\chi^2$	P-value
Academic	Postgraduate	Public	23 (9)	0.58	0.461 <sup>NS</sup>
		Private	07 (6)		
	Graduate	Public	111 (42)	5.07	0.024*
		Private	36 (30)		
	Intermediate	Public	70 (26)	5.29	0.021*
		Private	19 (16)		
	Matric	Public	60 (23)	25.4	0.000*
		Private	58 (48)		
M. Ed./MA Education	Public	31 (12)	5.57	0.018*	
	Private	05 (4)			
Professional	B. Ed.	Public	128 (48)	4.66	0.030*
		Private	44 (37)		
	CT	Public	60 (23)	0.36	0.549 <sup>NS</sup>
		Private	24 (20)		
	PTC	Public	40 (15)	8.17	0.004*
		Private	33 (28)		
	Montessori Diploma	Public	05 (2)	16.9	0.000*
		Private	14 (12)		
*Significant (P>0.05)		AND	<sup>NS</sup> Non Significant (P<0.05)		



*Table-2: Experience of ECE teachers in private and public sector schools*

Experience (years)	Sector	Teachers no. (%)	$\chi^2$	P-value
1-5	Public	130 (49)	11.11	0.001*
	Private	81 (67)		
6-10	Public	74 (28)	2.23	0.135 <sup>NS</sup>
	Private	25 (21)		
11-15	Public	32 (12)	0.37	0.545 <sup>NS</sup>
	Private	12 (10)		
16-20	Public	16 (6)	3.57	0.059 <sup>NS</sup>
	Private	02 (2)		
21-above	Public	12 (5)	5.63	0.018*
	Private	0 (0)		

\*Significant (P>0.05)

<sup>NS</sup>Non Significant (P<0.05)

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## **Teaching of Physiology to the Veterinary Students in Pakistan: Present, Past, and Future Prospects**

Umer Farooq\*

Hafiz Abdus Samad\*\*

Muhammad Fiaz Qamar\*\*\*

### **Abstract**

*The last decade has witnessed a tangible drift from crop to livestock sector. The livestock sector contributed 53.2% of agriculture value added and 11.4% to national GDP during 2009-10. Severe deficiency of skilled manpower; particularly the inadequacy of qualified veterinarians is one of the major obstacles in the progression of the livestock sector. For this purpose, the government has established many institutes throughout the country to award a five year composite degree of Doctor of Veterinary Medicine (DVM) in addition to the already existing University of Veterinary & Animal Sciences (UVAS), Lahore and Faculty of Veterinary Sciences, University of Agriculture (UAF), Faisalabad, to produce skillful veterinary graduates. The primary aim of these is the provision of first-hand, up to date, globally compatible professional education related to veterinary and animal sciences. In this paper, various approaches for the teaching of the subject of physiology to the veterinary undergraduates along with its core principles have been presented. A gross overview / comparison of the courses of physiology offered in the 4 year and 5 year degree programs of DVM has also been presented. The aim of this publication is to ignite discussions regarding the course curricula, teaching methodologies for the subject of physiology and to provide comparative information of current situation globally.*

**Keywords:** Physiology, curriculum, Pakistan, teaching methodologies

### **Introduction**

In the last decade a tangible but notable drift has been recorded from crop to livestock sector, owing to numerous factors such as water logging, water scarcity, increase in small land holdings, soil degradation and many others (Jabbar et.al. 2005), whereas other development sectors experienced saturation and decline. The livestock sector contributed 53.2% of agriculture value added and 11.4% to national GDP during 2009-10, (Anonymous, 2009-10). Both the Punjab and Federal governments have given top-rated priority to the livestock sector and have put forward a policy framework to increase the animal protein sources (milk, meat and eggs) manifolds to meet the soaring demands of the booming population. Severe deficiency of skilled manpower; particularly the

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\* University College of Veterinary and Animal Sciences, The Islamia University of Bahawalpur, E-mail [pathophysio@hotmail.com](mailto:pathophysio@hotmail.com)

\*\* University College of Veterinary and Animal Sciences, The Islamia University of Bahawalpur

\*\*\* University College of Veterinary and Animal Sciences, The Islamia University of Bahawalpur

inadequacy of qualified veterinarians is one of the major obstacles in the progression of the livestock sector. The government has established many colleges/institutes throughout the country to award a five year composite degree of Doctor of Veterinary Medicine (DVM) to produce skillful veterinary graduates. The primary aim of these institutes is the provision of first-hand, up to date, globally compatible professional education related to animal and veterinary sciences. Many factors have to be kept in mind while focusing on the globally expanding role of veterinarians such as developing economics, food security, WTO/WHO perspectives etc. (Iqbal et.al. 2004). This means that the future veterinary graduate has to provide the basis for obtaining a universal certificate which confers the right to practice, as in the past, but with more flexibility and improved options for post graduate specialization and continued education (Carroll, 2001). Therefore, the subjects and methods of teaching have to be restructured and redirected as per the ever changing global approaches. Keeping this in view, many veterinary institutes of the world have already done the needful in their course curricula for the undergraduate veterinary students along with a paradigm shift in teaching methodologies through IT/Internet based learning, multimedia presentations, case study approaches and discussion oriented objectives. Furthermore, emphasis is laid down appropriately to revise the course contents and syllabi after every 5-7 years as per the changing demands of the profession.

Before 2002, two separate 4 year degrees of BSc. Animal Husbandry (BSc. AH) and DVM were being awarded in Pakistan. After the constitution of Pakistan Veterinary Medical Council (PVMC), however, all the universities have switched over to a 5 year composite DVM degree and the BSc AH has been abolished since then. The course curriculum being offered for this composite DVM degree is duly approved by the Higher Education Commission (HEC), Islamabad as per the recommendations of the PVMC and is devised with an objective to produce veterinary graduates who will be able to address both the production and medical issues of the public sector and the stakeholders.

In this paper, various approaches in the teaching of the subject of physiology to the veterinary undergraduates along with its core principles have been presented. A gross overview / comparison of the courses of physiology offered in the 4 year and 5 year degree programs of DVM has also been presented. The aim of this publication is to ignite discussions regarding the course curricula, teaching methodologies and approaches for the subject of physiology and to provide comparative information of current situation globally.

### **Physiology- The Basics**

Dr. Arthur C. Guyton's love of physiology was beautifully articulated in his president's address to the American Physiological Society (Guyton, 1975), appropriately entitled *Physiology, a Beauty and a Philosophy*. Let me quote one sentence from his address: *What other person, whether he be a theologian, a jurist, a doctor of medicine, a physicist, or whatever, knows more than you, a physiologist, about life? For physiology is indeed*

*an explanation of life. What other subject matter is more fascinating more exciting, more beautiful than the subject of life?*

Communicating the elegance of physiological mechanisms usually emerges from the detail explication of inner working of molecules, cells, tissues, organs and organ systems (Feder, 2005). The simplest definition that I tell the undergraduate students is ‘the *study of normality of the body as a whole or at the cellular level*’. The evidence of knowledge explosion in the fields of physiology is quiet clear through the exhaustive list of textbooks that we recommend to the students (Table 1). The major factor of its knowledge expansion beyond the perceptible knowledge of a teacher or a student is the integration of this subject with many other allied biological fields/aspects (Fig.1.) making it an integrative discipline of biology.

### **The Core Concepts/Principles and Teaching Approaches**

“Core principles” are what we want every student to understand (be able to use) long after the course is completed. The “core principles” (Table 2) have been derived from the authors’ common experience in teaching physiology (both human and animal physiology), previous work (Modell, 2000 and Michael et. al. 2009), and formal and informal discussions at workshops with other physiology and biology educators. Many of these “core principles” are also emphasized to different degrees in a variety of biology (Campbell et.al. 2008) and physiology textbooks. These ‘core principles’ are not in fact distinct from each other but are rather integral to each other and are simply the ideas that the biologists use in attempting to make sense of biological phenomena.

While talking about learning / teaching of any discipline, scientific or otherwise, three things need to be taken into account: 1) the nature of the discipline being learned, 2) the ways in which we teach the discipline, and 3) what students bring to the learning of that discipline. The interaction of these three categories of factors with one another is an original and final model as explained in Fig.2 (Michael, 2007). Keeping the intricate details of this model, many teaching approaches for physiology are globally under way such as IT- based learning, case based learning, interactive lectures, use of teaching aids, small group discussion, region oriented approaches and problem based approaches.

Veterinary/Animal science, like medical practice or engineering, has similar function of applying scientific principles and accumulated empirical knowledge to the fulfillment of human needs and wants. None of the veterinarians, physicians, or animal scientists is interested in knowledge for its own sake. Rather, they are interested in the application of the knowledge to specific tasks to meet the problems of the society. Veterinary sciences being a study of various animals/bio-models and species makes it a ‘comparative science’ and hence the approaches, goals and outcomes of teaching various courses to the veterinary graduates are somewhat different. Same is true for the setting of goals and

assessing of the outcomes in the teaching of courses offered in physiology to the veterinary undergraduates.

### **Curriculum of Physiology for Veterinary Students**

In Pakistan the curriculum of DVM remained unchanged for 20 years i.e. from 1978 to 1998 (Jabbar et.al. 2005), and from 1998 onward the curriculum has been revised three times but still far from the real essence of physiology both in theory and practical aspects. The comparison of subjects offered in the departments of physiology of all the DVM awarding institutes during the 4 year DVM program is given in Table 3.

The courses of physiology are normally offered in the first two years (from 1<sup>st</sup> to 3<sup>rd</sup> / 4<sup>th</sup> semesters) of the DVM program. At present, two courses titled physiology-I and physiology-II, each of 4 credit hours are being offered in the 1<sup>st</sup> and 2<sup>nd</sup> semesters of DVM, respectively (Table 4). The cardiovascular, respiratory and digestive physiology along with the core concepts of homeostasis are included in the course contents of physiology-I whereas, the physiology-II comprises of neuro-endocrine and renal systems of the body. It is evident that the credit hours of the courses of physiology being offered have dropped down from a total of 14 for the 4 year degree program to 8 credit hours for the five year composite DVM degree at the present. The vital subjects of 'comparative digestive physiology' and 'avian physiology' which were previously included in the curriculum of 4 year DVM degree program have totally been omitted from the present curriculum, whereas, exercise physiology in reference to horses, and physiology of animals in hot/tropic areas are not at all included. An emerging branch of molecular physiology needs to be incorporated too. A new and PVMC recommended curricula (Table 4) has lately been distributed to all the DVM awarding institutes of Pakistan with the proposal of its adoption from the next academic year. This seems to be improved in many aspects, however, some courses such as avian physiology, exercise physiology, molecular physiology and physiology of animals in the tropics are still absent. A continuous modification is needed in order to keep abreast of global scenarios in general and tropics in specific.

### **Recommendations**

- The course curriculum may be revised every 5 years keeping in view the global trends as well the national needs and conditions. The curriculum committee may comprise of HEC nominee, academicians (particularly specialized physiologists), clinicians, other stakeholders and PVMC officials.
- The contact/credit hours for the courses of physiology may be revised / increased. The course of avian physiology may be re-incorporated in the curricula.
- The physiology of digestive system may be kept as a separate course from lactation physiology as the later may be incorporated with the endocrine physiology.

- New courses like exercise physiology and molecular physiology may be introduced. Keeping in view the hot tropical weather of the country, new course of physiology of animals in the tropics may be introduced.

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***Table-1: Number of pages of current popular textbooks of physiology***

<b>Category</b>	<b>Reference</b>	<b>No. of pages of text</b>
Human Physiology	Sherwood (2004)	801
	Guyton and Hall (2006)	1066
	Saladin (2007)	1248
	Marieb and Hoehn (2007)	1296
Animal Physiology	Cunningham and Bradely (2007)	700
	Reece (2005)	999
	Colville and Bassert (2008)	543

***Table-2: Core principles in physiology***

<b>Core Principle</b>	<b>Application</b>
Evolution	Scientific explanation for the history of life on Earth and the mechanisms by which changes to life have occurred.
Ecosystems and environments	All life exists within an ecosystem made up of the physicochemical (abiotic) environment and other biological organisms.
Causal mechanisms	Living organisms are causal mechanisms whose functions can be understood by applications of the laws of physics and chemistry.
The cell	The cell is the basic unit of life.
Structure / function relationship	Understanding the behavior of an organism requires understanding the relationship between structure and function (at each and every level of (organization).
Levels of organization	Living organisms carry out functions at many different levels of organization simultaneously.
Information flow	Life requires information flow within and between cells and between the environment and the organism.
Matter – energy transfer and transformations	Living organisms must obtain matter and energy from the external world. This matter and energy must be transformed and transferred in varied ways to build the organism and to perform work.
Homeostasis	Homeostatis (and stability in a more general sense) maintains the internal environment in a more or less constant state compatible with life.

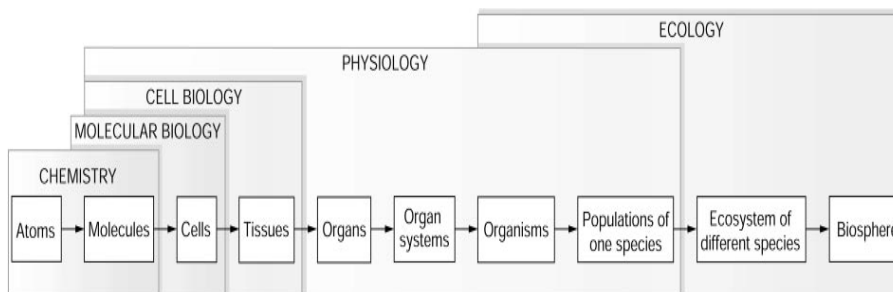
*Table-3: Comparison of courses in physiology offered in two different tenures of 4 year DVM degree program*

Courses offered from 1978-1998			Courses offered from 1998 till 2002		
Semester	Course Title	Credit Hours	Semester	Course Title	Credit Hours
I	Physiological Chemistry	4(3-2)	I	Physiological Chemistry	4(3-2)
	General Physiology	4(2-4)		Cardiovascular, Respiratory & Renal Physiology	4(2-4)
II	Metabolic & Endocrine Physiology	3(2-2)	II	Comparative Digestive Physiology	3(2-2)
III	Neuromuscular Physiology	3(2-2)	III	Neuromuscular & Endocrinology Physiology	3(2-2)
				Avian Physiology	1(1-0)
Total		14 (9-10)	Total		15 (10-10)

*Table-4: Comparison of courses in physiology being offered for 5 year DVM degree program and courses being proposed*

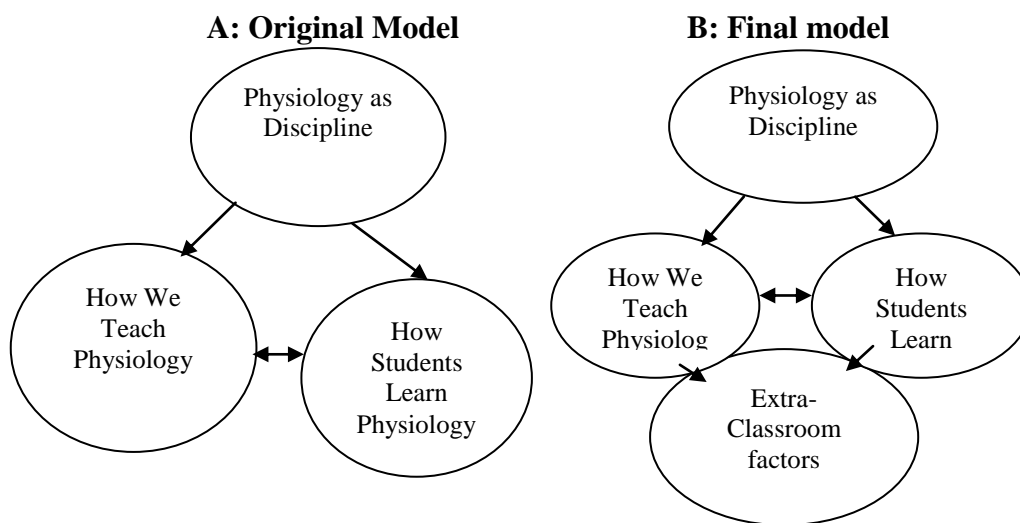
Courses being Offered ( At Present)			Proposed Courses ( for Future)		
Semester	Course Title	Credit Hours	Semester	Course Title	Credit Hours
I	Physiology-I	4(3-2)	I	Cardiovascular, Respiratory & Renal Physiology	3(2-2)
II	Physiology-II	4(3-2)	II	Physiology of Digestion & Lactation	3(2-2)
			III	Endocrinology & Neuromuscular Physiology	2(1-2)
Total		8(6-4)	Total		8(5-6)





*Fig.1. Physiology as the integrative discipline of biology\**

\*Silverthorn (2003)



*Fig.2. A: the original model describing the 3 factors (and their influences) that can contribute to student difficulty in learning the discipline. B: this model incorporates a fourth factor*

## **Push and pull factors behind domestic violence practices in Bahawalpur Pakistan**

Nasreen Akhter\*

Ch. Muhammad Naeem\*\*

### **Abstract**

*Gender Violence is a major issue recognized at world level now a days. Violence against women is great barrier on the way of women progress. This is problem of especially illiterate and economically poor societies. Its presence in society also indicates lot of other problems of society. The present study aimed to find out the real situation related to domestic violence in Bahawalpur (Pakistan) and conclude the background factors that play vital role to create such situations in society. The data was based on sample of 163 women randomly selected from Bahawalpur. It concludes, women are victim of violence practices in domestic life. Moreover, many background characteristics such as educational status, women activities, income, family structure, Martial Status, husband related factors like as husband's education, husband's income have relationship with the problem. Educated women, economically empowered women, wives of uneducated husbands, women living in independent family system face less bitter conditions in life. but wives of those who are highly educated and working on high level jobs face more bitter conditions in domestic life with respect to the problem. This indicates defective educational training by the education system in country. The study suggests improving women education facilities from school level to university level, role of education system in the country. Moreover it suggests for social training of male at different levels by adopting effective measures like as through media and conducting workshops and seminars at local levels for common people.*

**Keywords:** Domestic Violence, Gender violence, Background Factors, Women Empowerment, Education

### **Introduction**

There are current barriers for women not only in Pakistani society also all around the world. Violence against women is one from these barriers. Psychological violence, Verbal violence, Physical violence, Social violence, Sexual violence, financial violence, Property violence, domestic violence and stalking are main types of violence (<http://www.findcounseling.com/journal/domestic-violence>). Almost all types of violence are commonly practiced in our society but domestic violence is problem of most of the women who are victim of violence. Domestic violence sometimes is also referred as domestic abuse. It occurs when a family member or spouse attempts to physically or psychologically dominate or harm the other. Poor communications, tension, fear of

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\* Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Pakistan E-mail: [nasedul@yahoo.com](mailto:nasedul@yahoo.com)

\*\* PhD Scholar, Department of Education The Islamia University of Bahawalpur

causing outbursts are some signs of domestic violence. Most frequently, domestic violence refers to abuse occurring between partners. However, Because of the high proportion of female victims (90 percent or more), the general perception of domestic violence is that it is a phenomenon of the victimization of women by men (Hastings, 2001).

According to Panos (1998), "Gender-based violence is recognized as a major issue on the international human rights agenda. This violence includes a wide range of violations of women's human rights. Although reliable data on the incidence of gender-based violence are scarce, especially for developing countries, there is an increasing body of knowledge indicating that it is widespread and common. It occurs in a broad context of gender-based discrimination with regard to access to education, resources and decision-making power in private and public life" (<http://www.health.qld.gov.au/violence>).

Most commonly, "violence against women" is considered only a problem of illiterate women and women related to Lower SES. However, in reality, educated women related to the middle and high-class are also the victim of some kinds of violence. Many organizations all around the world are working on this problem. Different organizations are agreed on the conclusion that one basic cause of this situation is high illiteracy rate of girls and women in society but in reality, many other factors are also related to the situation. Madden (2006) also comments, "It would be foolish to argue for the notion that there is *no* connection between violence and poverty." An alternative view is that violence has strong relationship with power, control, SES and legal rights. It can not be concluded that violence in all regions of the world have same situation, same background and same causes. So, keeping in view the background it seemed valuable to conduct a study to review the background factors of violence against women in Pakistani society. Title for this study was selected as "Push and pull factors behind domestic violence practices in Bahawalpur, Pakistan"

### **Objectives of study**

Objectives of the study were to

- Find out Relationship between background characteristics of women and level of violence that women face in their lives.
- Find out the factors that cause violence against women in domestic life.

### **Procedure of Study**

The present study was a case study, a type of descriptive research conducted at Bahawalpur. After reviewing literature about gender domestic violence, a questionnaire was developed. The questionnaire was divided in two main parts. First part was about the information about the women's background characteristics. Purpose to develop this part was to collect background characteristics of women included in sample. Second part was consisted on statements related to behaviors of gender discrimination and violence

practices that women face in practical life. Purpose to develop this part was to collect data from women to measure the violence level that women face in domestic life. The Population of this study was women of Bahawalpur. It was difficult to include all women scattered in different areas. For convenience a randomly selected sample of 163 women was taken from different areas. Sub characteristics of the sample were variations in educational level, female's activities, martial status, SES, family system and husband's characteristics. For analysis of data, data was analyzed applying statistics of mean of scores, correlation and percentages on SPSS. By following the coding scheme, constructed for computations of violence score, each respondent was allotted a violence score on the basis of answers given by her. Then keeping in view the family background characteristics (reported by respondents), mean scores of violence of different groups were compared. To find out the relationship between background factors and violence level, statistics of correlation was also applied. For drawing the conclusions, findings were interpreted keeping in view the objectives of study.

### **Findings of study**

*Table-1: Relationship between Personal Characteristics and Level of Violence that Women Face in Domestic Life*

<b>Variables</b>	<b>N</b>	<b>Value of correlation</b>	<b>Significance (.01, 2-tailed)</b>
Self Education Level & Violence Score	164	<b>-.251(**)</b>	.001
level of self incomes in case of working & Violence Score	70	<b>.109</b>	.367
Husbands' Education Level & Violence Score	54	<b>.136</b>	.328

### **Table above indicates that**

Although, all factors ( educational status of women, income of women , husband's educational status (in case of married) are related to the level of violence that women face in life. This relationship is not significant. All values are below 0.5. The value of correlation between education of women and violence score is -.251. Only this value is negative. This means education of women can play vital role in reducing the problem (violence) of women

*Table-2: Factors That Cause Violence against Women in Domestic Life*

<b>Women's Background Characteristics</b>	<b>Groups</b>	<b>N</b>	<b>Mean of Violence Score</b>
	Living in Married Independent system	22	82.5312

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<b>Martial Status</b>	Living in joint family system	32	88.2353	
	Total	54	86	
<b>Family Structure</b>	Unmarried	109	71.8475	
	Joint	66	74.2721	
	Independent	97	77.8654	
<b>Female's Activities In Daily Life</b>	House hold	51	82.5836	
	Working	66	73.9453	
<b>Education Level Of Women</b>	Un educated /Low educated (0-8)	42	83.8469	
	Middle educated ( 10-12)	23	76.8116	75
	Highly educated (13-18)	99	73.0442	
	Uneducated / low educated	20	82.0588	
<b>Education Level Of Husband</b>	Middle educated ( 10-12)	18	88.3442	
	Highly educated (13-18)	16	86.7647	87.5
	Non Earning women	94	78.4314	
<b>Income Level (Self)</b>	Earning women	70	73.5294	

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<b>Husband's Profession Rank</b>	Low Level	25	82
	Average Level	16	88
	High level	11	87
<b>Husband's Income Level</b>	Low	31	87.4130
	Middle	14	78.5714
	High	7	94.9580
	Total	52	86.0483

Table above indicates:

**Effects of marital status on violence level in domestic life**

Married women face more violence (Mean: 86) as compared to the unmarried women (Mean: 72) in their lives.

**Effects of women's educational status on violence level in domestic life**

- All women (may be illiterate, middle level educated or highly educated) face violence in their life
- There is negative relationship between educational status of women and level of violence they face in life.
- Mean score of violence about uneducated women was higher ( 84 ) than those who were educated ( 75 )
- violence score faced by un educated and low educated ( 0-8 year educated) women( average: 84) was highest as compared to middle ( 10-12 year) educated women( average: 76) and also high as compared to highly ( 13- 18 years) educated women ( average: 73).
- Violence score of highly ( 13- 18 years) educated women ( 73) was lower than violence score of middle (( 9-12 year) educated women(76.8116)

**Effects of husband's educational status on violence level in women's life**

- Wives of educated husbands face more violence (88) as compared to wives of Uneducated.
- Female belonging with husbands having 10-12 year education face more violence (**Average: 88**) in life as compared to their lower ( average: 82) and upper group( average:87)
- If husband is middle ( 10-12 year ) educated there are more chances that women will face more violence( average: 88) in life than those who belong to the uneducated /low (0-8 year) educated husbands ( average of violence score: 82)

and also than those having highly educated husbands(13-18 year education: average: 87)

### **Effects of female's activities in daily life on violence level in domestic life**

House hold women face more violence (Mean=82) in their lives as compared to working women (Mean: 74).

### **Effects of husband's professional status on violence level in domestic life**

- Husband's profession affects the women with respect to the violence level they face in life.
- Women whom husbands are involved in middle level professions, face more violence (Mean: 88) in their lives.
- Women whom husbands are involved with high level professions face less violence (Mean: 87) as compared to those whom husbands are involved with middle level Professions (Mean: 88) but higher than those whom husbands are involved with low level professions (Mean= 82)

### **Effects of family structure on violence level in domestic life**

Women related to joint family system face less violence (Mean: 74) as compared to those belonging to the independent family system (Mean: 78) but mean score of violence of married women living in joint family system was higher (88.2353 ) than those living in independent family system (83).

### **Effects of husband's level of income on violence level in domestic life**

Women belonging with husbands whom income is very low or very high face more violence ((Mean: 87& 95) in life as compared to those belonging with middle level income (mean: 79).

### **Effects of women's self-level of income on violence level in domestic life**

Earning women face less violence level (Mean: 73.53) as compared to the women who has no self income (Mean: 78.43).

### **Discussion**

Woman is a beautiful creation of God. Recreation of human life and to observe beauty of earth is impossible in the absence of woman. Woman play vital role in family life. Importance of a woman can be judged by observing the role that she plays in different fields of life and especially in domestic life .A child up brings in the lap of a mother. In Eastern societies, the women overlook all house related activities. In modern age, women are playing dual role. On one hand, woman look busy in household activities and on the other hand she look engaged in outdoor activities also. It is a general observation and conclusion of discussions that women may be in eastern society or western society, educated or uneducated, household or working, married or unmarried is not satisfied. She

feels herself unsecured, dependent and unhappy. Women studies reveal, women not only in Pakistani society also all around the world are facing lot of barriers. Violence against women is one from these barriers. Violence is referred as abuse occurs when a person attempts to dominate the others. In depth study on the topic of violence explains many types of violence. Domestic violence is one from them. “domestic violence is physical, psychological, sexual or financial violence that takes place within an intimate or family-type relationship and forms a pattern of coercive and controlling behavior”(www.findcounseling.com/journal/domestic-violence). It is a reality that a woman who is victimized of violence can never play ideal role because of the unrest that is result of violence, she faces in her life.

In general, discussions, it is pointed out that women themselves are responsible of the violence they face in life. Different people identify different causes in this scenario. Illiteracy, lack of power and control, SES, cultural characteristics and family background are some of these. As according to some studies most commonly, “violence against women” are considered related to illiterate and poor women. However, in reality, educated women related to the middle and high-class are also the victim of some kinds of violence. According to a report of Queensland health (2009) about violence against women

“It is estimated that approximately 23% of Australian women ever in a spousal relationship experience domestic violence. This violence occurs across all groups in society, though young women, Indigenous women and those who live in rural areas are at higher risk and there is more evidence of it in lower socio-economic groups”  
(<http://www.qld.gov.au/upgrade/www.google.com>)

This study indicated that the conclusions of many feminist researches are true that women are facing violence practices in society. Like in many other areas, women in Bahawalpur (Pakistan) are also facing this problem in reality. Findings of this study indicated, “Women are facing violence in life. May be they are educated, uneducated, poor, rich, married or unmarried. Although the level of violence they face differ from one to another. Some groups are facing more violence and others are facing less violence practices in life. By analyzing the findings, some interesting interpretations can be concluded. It would be better to analyze all findings of this study one by one.

About the finding about the effects of martial status of women on violence the conclusion were “married women facing more violence in life as compared to unmarried women”. This conclusion shows the importance of blood relationships in our social system/culture. When a female is in the hands of her parents, brothers and sisters, she gets love and care of her family but as soon as she enters in married life, she most of the times faces the people who have no blood relation with her. She loses the feeling of love and



care by her family at this phase. On the other hand, sometimes, she faces hardships and cruelties of practical life. In this situation if she feels that other family members in house and specially husband is not helping her to face the hardships of life. This situation creates the sense of insecurity and tension in life. Life looks hard to her. In severe situations, some times she loses interest in life. Others observe fear and unrest in personalities of such women. Many of these women are observed to adopt cruel attitudes in return with the family members. This situation helps to damage the peace full environment of home and later effects to change the patterns of society. Moreover, if a woman faces cruel situations in family she feels difficult to play her role in better way not only related to personal and family life but also related to the professional and social life.

By evaluating the effects of family structure on violence, it was concluded, mean score of female living in joint family system was lower ( 74 ) than those living in independent family system ( 78 ). In first look, this conclusion looked interesting because in general discussions, women living in joint family systems claim that they are living more hard life. They face difficult situations in daily life. Surprisingly, women living in joint family system looked lucky in the light of this study. But on the other hand, explained that women's claim was true but only related to problems of married women. The reason was that mean score of married women living in independent family system was lower (82.53) as compared to the women living in joint family system (Mean: 88.24). By analyzing the confliction between mean score of violence about married women living in different systems as compared to unmarried women living in different family system, it can be interpreted that cause of this situation can be the relation of a women with other family members. unmarried woman living in joint family system is living with her blood related members ( parents, grand parents, real brothers and sisters, uncle, aunts...) but the married women living in joint families are living with her in-laws ( sister in law, brother in law, parents in law, grand parents in law). This finding indicated a worse side of culture of members included in sample. Overall, independent family system is best because of many reasons. (The most important of those are to the help each other, share the responsibilities, sense of relations and love between family members. The causes of this situation can be many but one salient reason can be defective training system in behavior formation of both male and female. Our education system should give attention on this side. Teacher can play vital role in this respect.

The findings related to the effects of women's activities on the violence level they face in life, it was concluded "working women face less violence in life as compared to the household women. This conclusion indicates the value of women empowerment. The woman who is empowered would be more independent in her decisions. She can manage her life if she takes some adverse action against her family members in case of facing unbearable violence actions. So, if we analyze the power of economically empowered women with the economically underpowered women, working women look fortunate. This finding supports the assumption of educationists "education can play vital role to

reduce the problems of women because in case of educated, a woman can make herself independent (financially) to get better job opportunities in life”.

The finding related to effects of education of women on the violence level they face in her life indicated that educated women were lucky in the sense that they faced less violence in life as compared to the uneducated. By evaluating this conclusion several reasons can be assumed to support the conclusion. Importance of education for the women to prove her significance for others is the important one. no doubt, education is powerful tool for each person to make strong. Educated women, no doubt, can not totally change the social behavior of a society. However, it is a reality that uneducated or low educated woman who has lack of power in any sense depends on male. She can never face the cruel behavior of those on whom she depends for fulfillment of her needs. As soon as she will protest, there are more chances to snub her. That’s why differentiating behaviors and behaviors of violence are less practiced with educated. Every one knows that educated woman can not only boldly face the men but also protest against men in case of facing difficult situation.

The findings related to effects of educational status of husband on the violence level of female that they face in lives indicated that mean score of violence (82) of those women was lower than those who whom husbands were low educated or uneducated. Surprisingly, mean score of violence (87.5) of those women was higher whom husbands were educated. This finding is critical in the sense that our education system is not playing the role to educate the people about respect other gender in family life. In general observation it is claimed that education can help to produce good citizenship qualities in human beings. It gives training to respect each other. The subjects (Islamic studies, Pakistan studies) related to moral training is integral part of our course in Pakistan. But unluckily, we are not achieving the teaching goals of these subjects. If we overview the objectives or teaching the Islamic studies, Islamic education advise each person to deal other in better way. Male are directed to give respect to women at each phase of life. Objectives for teaching the Pakistan studies/ social studies also explain to enable the students to become good citizen as well as good human beings. In this respect related to the rights and duties of a human being are discussed in this subject. Keeping in view the finding of this study, role of teacher is demanding extensive attention to module the behavioral training system in our institutions.

By evaluating the Findings related to effects of earning on the level of violence that women face in life indicated, women if were earning faced less violence in life as compared to those who were earning nothing. About the relationship between husband’s income and violence practices it was concluded that women belonging to those husband, earning at middle were facing less violence practices than those whom husband’s income level was below average or above average. This finding supports to conclude that women

of middle class are lucky. Violence is much more problem of women belonging with the poor husbands as well as those belonging with the wives of high class.

### **Conclusions**

1. Women are victim of Domestic Violence
2. Women's Background characteristics like as educational status, activities, income, family structure, Martial Status, husband related factors like as husband's education, husband's income effect on the violence level that women face in their domestic life.
3. Educated women face less violence as compared to uneducated women. As well as educational level of women increases, the violence level that women face decreases
4. Married women face more violence as compared to the unmarried women
5. House hold women face more violence as compared to working women
6. Wives of uneducated face less violence as compared to wives of educated husbands.
7. With respect of husband's education wives of highly educated husbands (13-18 year) face more violence as compared to the wives whom husbands are low educated ( 10-12)
8. Self earning women face less violence as compared to those who do nothing for earning purpose
9. Women, whom husband's income is high or low than average, face more violence as compared to those whom husband's income is average.

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## **Use of Educational Technology in Promoting Distance Education**

Muhammad Rashid\*

Uzma Elahi\*\*

### **Abstract**

*Educational technology plays an important role in distance education system. By adapting new communication educational technologies in distance educational programmes their quality could be ensured. Instructions conducted through the use of technologies which significantly or completely eliminate the traditional face to face communication between teacher and students lead to distance education. Now a day, media such as computer, artificial satellites, digital libraries, telephones, radio and television broadcasting and other technologies are presenting their potential for the purpose. Audio, video and print materials provide the base while internet is becoming cheap, fast and effective medium. Immense resources are already available on the web. In addition, technology is rushing to bring in revolution in the filed of distance education. So in future, positive changes can be apprehended.*

**Keywords:** Educational Technology, Distance Education, Multimedia, Learning Experience, Podcasting

### **Introduction**

Technology is embedded in our culture and we are immersed and dependent on it as well. It changes so rapidly and has such a pervasive impact that it is actually determining our culture. Michael (2008) stated that children and adolescents are prime users and beneficiaries. Administrators and educators need to keep pace with life outside the classroom in order to integrate and access the wonderful learning opportunities the internet, iPods, cell phones, podcasting, and even social networking sites and video game play offer... Teaching in a didactic/lecture format no longer works, and it is not utilizing the power of technological advances. Teachers need to invite students to learn by using what they know best-tech gadgets. Educational technology is developing rapidly and is exhibiting many new characteristics. Riding and Rayner (1995) pointed out six characteristics of the superhighway and personal computers that are helpful to understand distance learning: (1) control of the mode of delivery and presentation rate; (2) control of the order of presentation, pace of instruction and selection of learning activities, (3) monitoring of learning performance, storing responses and conducting assessments (4) provision of simulations which supply learning experiences in a variety of low-cost and risk-free topics; (5) formation of a collaborative learning group by linking the learner to the instructor and to other students for support; and (6) access to learning resources and assessment materials.

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\* Dean, Education, Preston University, Islamabad

\*\* Ph.D scholar of Preston University, Islamabad

Moreover, distance education technology has the responsibility of following functions. McCreary and Duren (1987) points ten educational functions of computer conferencing such as (1) the notice board, (2) the public tutorial, (3) the individual project (4) free flow discussion (5) the structured seminar, (6) peer conferencing (7) collective database (8) group products (9) community decision making and (10) inter-community network. According to Bola, (1994) educational technology consists of all modern media, methods and materials and needs to be used in a well-integrated manner of maximizing the learning experiences of students at various levels. It implies a behavioural science approach in teaching and learning and makes use of relevant scientific and technological methods and principles developed in psychology, sociology, linguistics, communication and other related areas.

It further seeks to incorporate the management concepts of cost effectiveness, system approach and the efficient deployment and utilization of human as well as material resources. It helps in optimization of educational outcomes through the development application and evaluation of systems, methods, and techniques in the field of teaching and learning. It is not the electronic media only; it is a part of the whole and one of the components that constitute educational technology. On the other hand distance education is emerging as a viable and vital force in educational delivery system in recent years, especially in higher education. Much of the growth comes from a rapidly growing demand for educational opportunities directed toward and designed for some specific target groups (Garrison, 1987). Distance learning activities are designed to fit the specific context for learning, the nature of the subject matter; intended Learning outcomes, need and goals of the learner, the learner's environment and instructional technologies methods. Apart from distance education, the field of educational technology was a 20<sup>th</sup> century movement with the major developments occurring during immediately after World War II emphasis on audiovisual communications media according to Inoue and Bell (2006, p.28), "gradually focused on the systematic development of teaching and learning procedures that were based in behavioral psychology."

The technology is capable of bringing fruitful results in short period of time. It is such a vehicle which leads learners as well as teachers towards more clarity of concepts and ideas. Moore, (2005) further added that in England in school's 133,000 students receive instruction entirely at a distance through technology. More than 20 other countries have national Open Universities in which all instruction is provided by distance education methods.

### **Technology and Distance Education**

Distance education is a field of education that focuses on pedagogy/Andragogy, technology and incorporated in delivering education to students who are not physically "on site" to receive their education. Instead, teachers and students may communicate asynchronously by exchanging printed or electronic media, or through technology that

allows them to communicate in real time. Simonson (2006, p.35) further points that distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program.

The practice of distance education has dramatically changed since the early 1990s. Educators are using technology to increase the distant learner's access to the local classroom, to improve access of all learners to resources and to make the experience of the remote student comparable to that of the local learner. According to Moore (2005) distance education no longer relies heavily as it used to on the delivery of point and broadcast media technologies. Recent innovations in hardware, software and internet technologies have made communications based distance education systems more available, easier to use and less costly."

Technology is an important factor in distance education. For the communication purposes different types of technologies are used. Rumble (1994) said that four media namely print, audio, television, computers are available for teaching purposes, in one technological form or another. Electronic publishing will be a major development in distance education. Over the next decade, it would expect at least 70% of the various steps in publishing to be carried out electronically in most European distance teaching institutions. Every learner is acquainted with text books as a potential print-based study material (Bates, 1994). Finally Islam (2005) added that the distinction between media and technology is a useful one. A medium is a generic form of communication associated with particular ways of presenting knowledge. There are five important media in education namely direct human contact (face to face), text (including still graphics), audio, television and computing. The use of each medium gives both variety and chance of accommodating different learning styles.

### **Skills required for effective participation is Distance Education**

As distance education is a different mode of education. So different skills are required which lead it towards success. In this context the first one is the ability to use the media for example a student of distance education, who wants to be benefited from the web must know the use of computer at first hand, in order to discover quality content. Independent study skills come at the second place. Activities such as time management, personal class involvement and peer group support comes under these skills. For Bansal (2004, p.43) distance students prove themselves successful in all these skills. As Distance education is not for everyone, because the focus of responsibility shifts to the pupil from the teacher. Students who work independently, who are excellent time managers, who are comfortable with the technology and who do not feel a strong need for face to face interaction with instructors or fellow students can prosper in distance education. It shows that independent study skills are equally important as of media skills.

### **Use of Distance Education around the world**

All over the world distance education put a strong and varied impact. In fact, education system now a day needs the support of distance education to meet the demand of public enthusiasm about education. The following are the certain examples in this context. Sub-Saharan African countries are surely facing tremendous problems in the field of education. There is shortage of classrooms on one hand and lack of teachers beside instructional material on the other. In this grim situation, Michael Simonson, recommended a solution by saying that “distance education has the potential to contribute to national reconstruction by providing economically feasible educational opportunities to people in disparate geographic regions.”

In China the population growth rate is very high beside the cost of higher education. The only solution of such problems was the establishment of the national distance learning program for higher education in the last decade of nineteenth century. In the end of 1970's and the start of 1980's the Chinese government developed a national radio and television university system to meet its goals of high education. In European countries such as Spain, France, UK, distance education got deep roots now. Many programs were offered to the public at large not only for education purpose but for training too in such countries. Similarly, in United States the graph of distance education is going upward with the use of new technologies as Michael Simonson stated that E-mail has electronic bulletin boards and interactive computer networks now augment or replace mail carries in delivering curricular materials, text books and examinations to distance learners. Now transmission media capable of providing two-way full motion and live interaction between the student and teacher are increasingly replacing interactive, one way systems. Finally, Turkey has recently joined the category of such nations which is using distance education for learning purposes. Though their distance education plant is only of twelve years but has enrolled almost one million students, annually. It shows the effectiveness of distance education. In shorter period of time fruitful results can be acquired by harnessing technology.

### **How distance educations meet its goals?**

Distance Education methods of instruction that utilize different communication technologies to carry teaching to learners in different places. As Lockmiller (2005) stated distance education programs enable learners and teachers to interact with each other by means of computers, artificial satellites, digital libraries, telephones, radio or television broadcasting or other technologies. Instruction conducted through the mail is often referred to as correspondence education. Each medium and each technology for delivering it has its own strengths and weaknesses. One of the worst mistakes an organization or an instructor can make it to become dogmatically committed to delivery by a single medium. Roschelle, Pea, Hoadley, Gordin and Means (2000) identify four fundamental characteristics of how technology can enhance both what and how children learn in the classroom; (1) active engagement (2) participation in groups (3) frequent

interaction and feedback and (4) connections to real-world contexts. They also indicate that use of technology is more effective as a learning tool when embedded in a broader education reform movement that includes improvements in teacher training, curriculum, student assessment and a school's capacity for change. In the same context Hassain, I (2005, P.13) comments that distance education universities all over the world are exploiting and making the best use of new technologies such as computer, internet and World Wide Web, teleconferencing, educational television and other computer related technologies to make the education more productive... so that the distance learner may interact with their fellow learners and tutors.

### **Weaknesses and strengths of applying technology**

Everything has its strengths and weaknesses but this can be covered with the positive handling of any instructor/tutor/teacher. Anyhow in distance education environment, technology has the following advantages:

- Accessibility and flexibility to be used anytime, anywhere.
- Less costs as far as internet facility is concerned
- Broader view of possibilities for the use of technology.
- There are unlimited resources in the context.
- Use of technology to literate people through computer.

For Michael (2008) technology put the following positive effects:

- Supportive in students achievement
- Improve professional abilities
- Fulfill special needs
- Encourage continuing education
- Provide workforce skills

On the other hand, there are also some problems which are faced in distance education situation in the use of technology such as:

- High cost of technology
- Mostly people are unfamiliar with technology.
- Problems with technology such as server down, internet connection failures, individual problems etc.

Due to all of them learning surely is affected. A distant learner who is already going away from the learning boundaries and dejected one will hardly accommodate or motivate himself to stay longer on with education. However, this position can be cleared out by a vigilant teacher.

### **Future of Educational Technology in Distance Education**

There is no doubt in the fact that the future of educational technology in education is very bright. This is further recommended by James L. Morison (2009) in his article entitled



“The role of Technology in Education Today and Tomorrow” i.e. wireless high-speed networks will be common. Multimedia and three dimensional modeling, now in their infancy, will show up in more parts of the curriculum. The technologies coming to market over the next decade or more likely to enhance what faculty already to rather than fundamentally change faculty behaviors and practices.

Keeping in view Rashid (2010) stated that AIOU has replaced its old technology through investing 380 millions rupees. Presently the previous facilities at AIOU are upgraded to the level of international institute of communication technology. Allana (1985) suggests on distance education, multimedia is like “a land of contracts.” Now here these are more evident than in the technologies used by distance teaching institutions. With great promise for the future, in principle, it implies a commitment to increase accessibility, to a vast variety of audience. “Moreover, McCorn (1984) confirmed that “Most educators would now agree that broadcast media have a valuable role to play in education. Even within the context of formal education, broadcasting has been used both in institutional settings and in people’s own homes.”

Moreover, in a 2000 study commissioned by the software and Information Industry Association, Sivin-Kachala and Biolo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology- rich environments, including significant gains and achievement in all subject areas and improved attitudes toward learning and increased self-esteem.

## **Conclusion**

The technology revolution increased the need to educate great number of people. Hellman (2003) admits that distance education is apparently offering a big potential to its students as well as facilitators. It can provide a high quality education via a diverse technology and media formats. So distance education is essential to the population which is not able from various reasons to attend traditional classroom courses. In order to successfully implement distance education one must cautiously consider many aspects of distance education such as students needs must be carefully balanced with the curriculum and the learning environment, teacher must serve as a supportive element who can ensure effectiveness of distance learning module and finally, selection of most appropriate technology should be done to exchange its materials. In examining large scale state and national studies as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies or design and programming technologies show positive gains in achievement. The materials can be in written format (print, e-mail etc), video or audio format and computer based. Due to the proper handling of technology Counts (1996)

points that assuming the societal changes brought, by micro electronic technologies would have greater implications for changes in educational programmes than would the instructional potential of these technologies. It shows that distance education has a bright future.

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## JOURNAL OF EDUCATIONAL RESEARCH

Vol.14 No.1

2011

*Published By:*  
**DEPARTMENT OF EDUCATION**  
**The Islamia University of Bahawalpur**  
**PAKISTAN**  
**2011**

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