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Relationship of Students' Perceptions about Teacher's Personality with Academic Achievement of Students

Aziz Ahmad Tahir *
Ahmad Farooq Shah **

Abstract

This paper is based on a Ph. D research aimed at exploring the relationship of teacher's personality as perceived by the students with students' academic achievement. The major objective of study was to measure the perceptions of students about five dimensions of their teachers' personality (i.e. Extroversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience), and to identify the relationship between these five dimensions of teacher's personality and students' academic achievement. All male and female students studying subject of Psychology at Intermediate level in Government Colleges of Punjab province constituted the population. By using cluster random technique of sampling, 663 students (239 male and 424 female) were included in sample. Five-point Likert Scale was used as a research tool. It consisted of statements about teacher's personality and his/her teaching methodology based on The Big Five Personality Factor. Students' obtained marks in the subject of Psychology Part-I (grade eleven) served as academic achievement of students. Data were analyzed by applying 'z' test and Pearson's coefficient of correlation. It was concluded that there was no significant difference between the academic achievement of male and female students, however, there was significant difference between the academic achievement of students belonging to upper and lower Punjab. Moreover, four factors of teachers' personality i.e. Extroversion ($r=+0.52$), Agreeableness ($r=+0.39$), Conscientiousness ($r=+0.28$), and Openness to Experience ($r=+0.09$) were positively correlated with the academic achievement of students while the fifth factor of teacher's personality i.e. Neuroticism ($r=-0.43$) was negatively correlated with the academic achievement of students.

Keywords: Relationship, Student's Perceptions, Teacher's Personality and Academic Achievement.

Introduction

Interest in personality is as old as civilization. Ancient philosophers and poets often speculated about why individuals were unique and why they differed from each other in so The earliest approach to personality was Hippocrates (400 BC) who claimed that it was body fluids or humours which caused different people to have different personalities. There are many approaches to study an individual and with the passage of time emphasis has been shifted from ability testing to the study of personality as a whole (Bhattacharya, 2006) because personality is the consistent behaviour patterns and interpersonal processes originating within the individual (Burger, 2000). Most personality theorists, except Mischel, describe personality as a characteristic set of behaviours which are both learned and biological based (Flanagan, 1997).

Teacher and student are two important elements of education which enjoys the place of soul in the life of human beings because it is an integral part of life and growth (Salam, 2002). It

is a lifelong experience of giving and taking of knowledge and its purpose is to teach a student how to live his life by developing his mind and equipping him to deal with the reality (Govindaraj, 2006). Hence, teachers are responsible for educating or teaching the students and the personality of a teacher is very important in this respect.

Teacher's personality is an essential factor in arranging the conditions of the learner's environment for effective teaching. Reports of great teachers usually stress their personalities, rather than their scholarship or technical teaching skills (Lew, 2009). For example, Gage (1983) indicated that the teacher's behavior is considered to be an expression of his personality. As a person, every teacher has a different set of characteristics and thus possesses different personality. The Holy Prophet Muhammad (PBUH) was the greatest educator and the ideal model for all the educationists of the world and for all times to come, the highest and the most perfect personality that can ever evolve on earth (Niazi, 2002).

Each teacher is unique in many ways. Teachers differ from one another in such characteristics as teaching style and personality style. Research has been conducted in several teacher education disciplines with respect to the selected teacher characteristics of teaching style and personality style (Cano, Garton & Raven, 2010). Teacher's personality and teaching styles is more important than other factors affecting student's academic achievement. Hanushek (1971) stated that teacher's personality is an aspect of teacher's characteristics. Teacher's characteristics are features that discriminate between teachers and include teacher's personality, attitudes and expectations. They have been studied usually in the context of their association with teacher effectiveness and the academic achievement of students. In any educational system or institution, the relations of teachers and students cannot be ignored. Davis (2006), and McCombs and Miller (2006) emphasized that good relationships between students and teachers often lead to better student performance.

Personality of a teacher intensely influences students and teaching process (Moosikhaphan, 2007). The teacher having good personality is always liked by the students. Those teachers who understand students' personality, they may be in better position to provide learning opportunities to the students according to their individual personalities. Deiro (1996) explained that teachers have certainly different personalities and different approaches to teaching. Some are strict and standing apart with high academic expectations; others are warm, impulsive and keenly involved. Some use traditional lecture methods for curriculum delivery; other use cooperative learning or small-group strategies or a combination of several delivery strategies. Even with different personalities and teaching style, these teachers are making a different in the lives of many students.

In view of Challahan (1987), the effective use of a teacher's personality is important in conducting most classroom activities. The teacher whose personality helps to create and maintain a classroom environment in which students feel adoptable and in which they want to learn is said to have a desirable teaching personality. Zehm and Kottler (1993) described

that the personal-professional dimensions of what makes teachers great. The great teacher had great personalities and that the greatest teachers had excellent personalities.

For many years, educators and researchers have debated that which variables in any educational institution influence students' achievement (Darling-Hammond, 1999). It is common observation that teacher's personality not only impresses the students' daily life overall but also has impact on students' achievement. Sanders and Rivers (1996) stated that students who were assigned to several ineffective teachers in a row had significantly lower achievement and gained in achievement than those who were assigned to a number of highly effective teachers in sequence. Murray (1972) expressed that research on teacher's personality is based on the assumption that the teacher as a person is an important variable in the teaching learning process. Maslow (1970) suggested that the self-actualizing person is indeed the most effective teacher.

Different factors affect students' academic achievement. Over the years, many educational authorities have felt it necessary to find out the reasons for the downward trend in the academic achievement of secondary school students (Igwesi, 2009). In the world, different studies have been conducted to know the impact of teacher's personality on students' achievements and learning outcomes. These studies provide evidence that teacher's personality had effect on students' academic achievement, e.g., there was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students, and successful teachers were very helpful in raising the level of achievement of the students (Khanna, 1985); teacher's personality can affect student learning outcomes (Kent, 1995); teacher's skill was correlated positively with certain teacher personality traits (Grush & Costin, 2009); the personality and behavior of a teacher are vital elements in the class room environment (Lewis, 2000); teacher's friendliness is very important to students and strict teachers are disliked by them (Beresford, 2000); and there is significant effect of personality traits and thinking styles in academic achievement of students (Shokri et al., 2009).

Teacher's personality style plays a role in success of students (Garcia, Kupczynski, & Holland, 2011). Studies have researched not only individual personality styles but also how they have evolved over time, even then there is a lack of studies that examine a person's individual personality style and how it may have affected another person's success (Levin, 2006; Richardson & Arker, 2010). So, keeping in view the effect of teacher's personality on academic achievement of students, the present study was planned and conducted.

The present study aimed at exploring the relationship of teacher's personality as perceived by the students with academic achievement of students. The major objective of the study was to measure the perceptions of students about the five dimensions of their teachers' personality (i.e. Extroversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience), and to identify the relationship between these five dimensions of teacher's personality and students' academic achievement.

Methodology

Population of the study consisted of all male and female students studying the subject of Psychology at Intermediate level in Government Colleges located in Punjab province of Pakistan. Intermediate level in Pakistan is based on two year studies in between the Secondary and Graduation level and Government colleges are actually public sector colleges. There are nine Divisions and thirty six Districts in Punjab province. Each Division consists of different number of Districts and differs to some extent in climate, language, culture, traditions, and facilities; and even in importance on the basis of developed or under developed area. Generally the Punjab province is supposed to be divided into two areas i.e. Upper Punjab and Lower Punjab. Rawalpindi, Gujraanwala, Lahore, Sahiwal and Faisalabad Divisions are included in Upper Punjab while Sargodha, Multan, Dera Ghazi Khan and Bahawal Pur Divisions are included in Lower Punjab. So, Random Cluster technique of sampling was used to select representative sample.

Two Districts from each Division were selected randomly. Then two Government Colleges for Boys and two Government Colleges for Girls were selected randomly from each selected District where the subject of Psychology was taught at Intermediate Level. All available students studying the subject of Psychology in Part-II (who had completed their Part-I and now studying in Part-II under Annual system of examination which is held at the end of year of the study) at these selected colleges, constituted the sample for present research. In this way, 663 students (424 female and 239 male) were selected as a sample from different Divisions.

A questionnaire (Five-point Likert scale) was used as a research tool along with the marks sheet for obtained marks by the samples in the subject of Psychology Part-I. Attitude scale (Five-point Likert scale) consisted of statements about teacher's personality and his/her teaching methodology based on The Big Five Personality Factor. Research tool was revised and finalized in the light of feedback of pilot study. Obtained marks in the subject of Psychology Part-I served as academic achievement. Collected data were analyzed and interpreted by calculating mean scores, combined mean scores, standard deviations, and combined standard deviation; z-test was applied, and Pearson's coefficient of correlation was also calculated.

Results

The major results of the study are as under:

Male teachers were slightly high achiever in extroversion (mean score 3.74), and in agreeableness (mean score 3.97) than female teachers in extroversion (mean score 3.73), and in agreeableness (mean score 3.85). Female teachers were higher achiever in conscientiousness (mean score 4.12) and openness to experience (mean score 3.52) as compared to male teachers in conscientiousness (mean score 4.09), and in openness to experience (mean score 3.49). Male teachers were slightly low achiever in neuroticism (mean score 2.29) as compared to female teachers (mean score 2.30) (Table 1). Hence, male teachers were more extroverts, agreeable, and emotionally stable as compared to female

teachers while female teachers were more open to experience and conscientious as compared to male teachers.

Table-1: Mean Scores of Male and Female Teachers on Five Traits/Dimensions of Personality as perceived by Students

Personality Traits/ Dimensions	Mean Score	
	Male Teachers	Female Teachers
Extroversion	3.74	3.73
Agreeableness	3.97	3.85
Conscientiousness	4.09	4.12
Neuroticism	2.29	2.30
Openness to Experience	3.49	3.52

Male students of upper Punjab were low achiever in academic achievement (mean score 44.37) than female students (mean score 46.58) while male students of lower Punjab were high achiever in academic achievement (mean score 49.92) than female students (mean score 47.81). Overall, students of lower Punjab were high achievers (combined mean score 48.86) than the students of upper Punjab (combined mean score 45.47) (Table 2).

Table-2: Area and Sex-wise Mean Score of Students' Academic Achievement

Area	Mean Score of Academic Achievement		
	Male Students	Female Students	All Students
Upper Punjab	44.37	46.58	45.47
Lower Punjab	49.92	47.81	48.86

Calculated value of correlation between students' mean performance in their academic achievement and mean score in extrovert trait/dimension of teachers' personality as perceived by the students, was + 0.52; correlation between students' mean performance in their academic achievement and mean score on agreeableness trait/dimension of teachers' personality as perceived by the students, was + 0.39; correlation between students' mean performance in their academic achievement and mean score in conscientiousness trait/dimension of teachers' personality as perceived by the students, was + 0.28; correlation between students' mean performance in their academic achievement and mean score in neuroticism trait/dimension of teachers' personality as perceived by the students, was - 0.43; and correlation between students' mean performance in their academic achievement and mean score in openness to experience of teachers' personality as perceived by the students, was + 0.09 (Table 3).

Calculated value of z-test to determine difference between the academic achievement of students in the subject of Psychology belonging to upper and lower Punjab, was 2.69 which was greater than the table value (1.96) at 0.05 level of significance. The calculated value of z-test to determine difference between the academic achievement of male and female

students in the subject of Psychology, was 0.32 which did not meet or exceed the critical value of 1.96 at 0.05 level of significance (Table-4).

Table-3: Coefficient of Correlation between Students' Academic Achievement and Teacher's Personality Traits/Dimensions as perceived by Students

No	Personality Traits	Coefficient of Correlation (r)
1	Extroversion	+ 0.52
2	Agreeableness	+ 0.39
3	Conscientiousness	+ 0.28
4	Neuroticism	- 0.43
5	Openness to Experience	+ 0.09

Table-4: Value of z-test for Academic Achievement of Male and Female Students belonging to Upper and Lower Punjab

Students	Value of z		Level of significance
	Calculated value	Table value	
Upper and Lower Punjab	2.69	1.96	0.05
Male and Female	0.32	1.96	0.05

Conclusions and Discussion

On the basis of above results, following conclusions were drawn:

The calculated value of correlation between students' mean performance in their academic achievement and mean score in extroversion trait/dimension of teachers' personality as perceived by the students, was + 0.52. So, null hypothesis was rejected. It showed that there was a positive correlation between students' academic achievement and extroversion trait/dimension of teachers' personality as perceived by the students. Hence, teachers having extrovert trait/dimension of personality can enhance the academic achievement of students as compared to those having introvert trait/dimension of personality. Moreover, teachers scoring high scores in extrovert trait/dimension of personality can prove effective teachers as compared to those having low scores in extrovert trait/dimension of personality.

The calculated value of correlation between students' means performance in their academic achievement and mean score in agreeableness trait/dimension of teachers' personality as perceived by the students, was + 0.39. So, null hypothesis was rejected. It showed that there was a positive correlation between students' academic achievement and agreeableness trait/dimension of teachers' personality as perceived by the students. Hence, teachers having agreeableness trait/dimension of personality can enhance the academic achievement of students as compared to those having disagreeableness trait/dimension of personality. Moreover, teachers scoring high scores in agreeableness trait/dimension of personality can prove effective teachers as compared to those having low scores in agreeableness trait/dimension of personality.

The calculated value of correlation between students' means performance in their academic achievement and mean score in conscientiousness trait/dimension of teachers' personality as

perceived by the students, was + 0.28. So, null hypothesis was rejected. It showed that there was a positive correlation between students' academic achievement and conscientiousness trait/dimension of teachers' personality as perceived by the students. Hence, teachers having conscientiousness trait/dimension of personality can enhance the academic achievement of students as compared to those having un-directedness trait/dimension of personality. Moreover, teachers scoring high scores in conscientiousness trait/dimension of personality can prove effective teachers as compared to those having low scores in conscientiousness trait/dimension of personality.

The calculated value of correlation between students' mean performance in their academic achievement and mean score in neuroticism trait/dimension of teachers' personality as perceived by the students, was - 0.43. So, null hypothesis was accepted. It showed that there was no positive correlation between students' academic achievement and neuroticism trait/dimension of teachers' personality as perceived by the students. Hence, teachers having emotionally stable trait/dimension of personality can enhance the academic achievement of students as compared to those having neurotic trait/dimension of personality. Moreover, teachers scoring low scores in neurotic trait/dimension of personality can prove effective teachers as compared to those having high scores in neurotic trait/dimension of personality.

The calculated value of correlation between students' mean performance in their academic achievement and mean score in openness to experience trait/dimension of teachers' personality as perceived by the students, was + 0.09. So, null hypothesis was rejected. It showed that there was positive correlation between academic achievement of students and openness to experience trait/dimension teachers' personality as perceived by the students. Hence, teachers having openness to experience trait/dimension of personality can enhance the academic achievement of students as compared to those having closed to experience trait/dimension of personality. Moreover, teachers scoring high scores in openness to experience trait/dimension of personality can prove effective teachers as compared to those having low scores in openness to experience trait/dimension of personality.

The calculated value of z (2.69) for the academic achievement of students belonging to upper and lower Punjab was greater than the table value of 1.96 at 0.05 level of significance. It showed that there was a statistically significant difference between the academic achievement of students belonging to upper and lower Punjab. So, null hypothesis that there is no statistically significant difference between the academic achievement of students belonging to upper and lower Punjab was rejected.

The calculated value of z (0.32) for the academic achievement of male and female students in the subject of Psychology less than the table value of 1.96 at 0.05 level of significance. So, null hypothesis was accepted. It showed that there was no significant difference between the academic achievement of male and female students in the subject of Psychology.

Overall, it was concluded that four factors of teachers' personality i.e. Extroversion ($r = + 0.52$), Agreeableness ($r = + 0.39$), Conscientiousness ($r = + 0.28$), and Openness to Experience ($r = + 0.09$) were positively correlated with the academic achievement of students while the fifth factor of teachers' personality i.e. Neuroticism ($r = - 0.43$) was negatively correlated with the academic achievement of students. Teachers having extrovert, agreeable, conscientiousness, emotionally stable and openness to experience trait/dimension of personality can enhance the academic achievement of students as compared to those having introvert, disagreeable, non-directed, neuroticism, and closed to experience trait/dimension of personality.

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Experience of Pakistanis' Who Migrated to United Kingdom: Immigrants Perception

Sabahat Usman*
Misbah Muzaffar**

Abstract

The research was conducted to investigate the experiences of Pakistanis regarding immigration to UK. Qualitative approach was used for this purpose. The research was designed as a phenomenological model. Three families from London were selected as a sample of the study. Non probability sampling method was used for selecting sample, convenient sampling technique was used. All the families of East London were the population of the study. Structured interview telephonic interview was used as a tool to collect the data for the research. Data were analyzed qualitatively through recursive abstraction technique. The participant's families said that immigration is not easy process they spend lot of money for this, they give sacrifices for immigration process, enjoying facilities there but missing lot of things of their country. Suggestions were given by the participants for new comers. Some suggestions were also given by the researchers after the study.

Keywords: Phenomenological Model: Immigrant's Perceptions, Immigration Process, Experience of Immigrants, UK Immigration

Introduction

From the beginning of the history, man migrated from different parts of the world, from one country to other. If one migrates just for the short visit, he/she is usually called a tourist but if one migrates with intention of living in a new country, this process is called immigration or emigration and people called immigrants or emigrants. A large number of the people migrate from one country to diverse their carrier and to get more opportunities education and career wise. Those who settled in U.K, they are working in different departments. Major departments/fields are: Business and Finance, Entertainment, Journalism and Media, Law and Justice, Literature and Art, Military & Police, Politics, Science and Medicine, Sport, and Other Fields.

In 2005, more than 190 million people migrated from their countries to another and settled in new country with different purposes. It looks like a massive number of people, three of every one hundred citizen's moves from their country and rest of the people stayed in their own country. Similarly, a great number of population have been migrated to the different part of the world for intention of living like America , England , Ireland , Scotland, France , Japan , China, Dubai, United Arab Emirates, Norway , Italy and Greece. Pakistanis' migrated to UK soon after 1950s. UK lies between the North Atlantic Ocean and the North Sea, and

* International Islamic University, Islamabad: Pakistan, E-mail: silent.whisper83@gmail.com

** International Islamic University, Islamabad: Pakistan, E-mail: misbah.muzaffar9@gmail.com

comes within 35 km of the Northwest coast of France, from which it is separated by English Channel. North Ireland shares a 360 km international land boundary with Republic of Ireland. The Channel Tunnel board beneath the England channel, now link the France with England. It is made up of three countries: England, Wales and Scotland (Barrow, 2010)

The immigration to U.K from the region which is known as Pakistan now a day's began in 17th century, during the British Raj people from this region severed as soldiers in the British Indian Army. Second World War break up the rule of British Empire and Pakistani immigration to U.K increased during 1950s to 1960s (Hatton, 2005). This study will facilitate other peoples who want to migrate to UK from Pakistan as it contains experiences of UK immigrants that what was their perception, feelings, what problems they faced, what sacrifices they have made and what is the procedure of immigration to UK from Pakistan. It will provide guidance for those who migrate to U.K.

Literature review

Immigration has become more significant to UK economy. Immigrants become 12% of total workforce in UK. Immigration becomes one of the most burning public policy issues in UK. Net immigration can be defined as immigration minus emigration. The net immigration increased rapidly due to the foreign born person's in UK population (House of Lords Select Committee on Economic Affairs, 2008).

British Pakistan's

British Pakistani people or Pakistani Britons are the British citizens those who have their ancestral roots in Pakistan. Majority of British Pakistanis are from Punjab Kashmir regions. They used to speak British English, Urdu, Potwari and Kashmiri languages. Majority of British Pakistanis are Muslims, but Hindu and christen minorities are also there. According to 2001, U.K census record showed that 747,285 residents were Pakistanis. According to the estimate by the office of National Statistics, the number of people born in Pakistan but settled in UK in 2009 was 441,000. Pakistani government estimated that they are the 1.2 million Pakistanis who lived in U.K.

According to the census of 2001 in U.K, percentage of total British Pakistani population in North East England 1.88%, North West England 15.56, West Midland 20.68%, London 19.10%, South East England 7.83%. British Pakistanis cover the huge area of London. This population made up of Punjabi, Kashmiris, Pathans, Sindhi, Baluchistani's and other Urdu speakers. This mix of Pakistani population makes Pakistani community of London. Birmingham is famous for having largest Pakistani communities 113,000 Pakistani made up 11.2% the city's population in 2007. Pakistani communities are also there in Bradford, Glasgow, and Manchester. According to 2001 census in UK, that Pakistanis' communities in England are severely affected by the poverty, unemployment and social exclusion among all the ethnic groups. The Pakistani communities comes on second number in percentage of poverty (55%) after Bangladeshi communities (65%) poverty percentage rate whereas Indian communities are at 25% poverty percentage.

Census of 2001 also showed that 3,500 Pakistanis were highest in the ranking compared to Bangladesh and India in professional occupations and business field. Due to the mixed up of West Indian and Pakistani's children with white children both are facing problems in academic achievement. 13.8 British Pakistanis', living in Great Britain, was in managerial or professional occupation, 14% intermediate occupations and 23 % in routine occupations. British Pakistanis make up a sizeable proportion of British voters and they can make difference in elections. They are much more active in voting process in the last General elections of 2005. They became the victim of racist attack in 1996 by the white people at least eight times in 1996. The term "Paki" often used as racist slur to describe Pakistanis. Some of the young Pakistani claimed about this offensive way, though this remains controversial.

There are thousands of Pakistani international students who move to U.K for studies and enroll in British universities each year. Urdu language courses are also offered for Pakistani students in U.K for A level and some other educational levels (free encyclopedia, 2011 and Fink, Lundqvist, 2010).

UK Immigration Policy and Process

Every country has its own rules and regulation for immigration purpose. UK Government has its own rules and regulation and these rules and regulations are changed with the passage of time. Recent rules are passed by U.K government on January 2012. The new rules are the modifications of the old rules to some extent while new are different from the old rules. In 1962 UK Government has passed immigration act which restrict the freedom of entry in to UK from all over the world. Those people can easily enter in UK who has parents and grandparents in UK. Immigration to UK is less expensive and relatively straight forward process as compared to the other countries. In 1980 there were 60,000 economic migrants a year coming to UK, there are now 150,000(10.5%) of UK workforce. For entrance in UK, one needs to apply for the visa. Visa is a certificate that is put into one's passport it's just like a permission card to enter in UK. Visa is needed for visiting, working and studying, business and settlement purpose within the UK. The duration of visa will be for six month, five years or even ten years for six months, one year, five years or even ten years. Application for visa can be submitted by post or online (Hose of Lords Select Committee on Economic Affairs, 2008).

The immigration process/system of UK is recently changed into point based system. Those who move towards U.K, they must take guideline from point based system. This point based system make it easy for high skilled immigrants to enter in UK but this process is little bit difficult for low skilled. Through points system, the person who is going to UK can win points for following aspects: educational qualifications, professional level qualification/UK degree, previous earning and UK work experience. This immigration process has *Five Tire Framework*, each tire having a different number of points in order to gain entry into UK. These points will be awarded according to already set criteria. This tire system will be helpful for people for their own assessment before applying to start the immigration process.

Tier 1: this is for the highly skilled these are the contributor for the growth and productivity. Workers in this categories can avail most and better opportunities in U.K. It is beneficial for them to settle in U.K because system provides them potential for generating wealth by setting up companies and creating jobs. The points are awarded for different aspects of the individual.

Tier 2: It is for the skilled workers to do job in the U.K and provide more labor force for U.K. People are given points on the basis of their skills and talent and jobs are offered in shortage areas. The areas falls in this category are teaching and nursing. Tire 2 replaced on work permit scheme in November 2012.

Tier 3: Tire three is for low skilled workers but in limited numbers to provide specific temporary labor and fill the gaps. The government has allowed the temporary migration to do jobs in hospitality, food processing and agriculture, from all over the world.

Tier 4: This is for the Student who wants to study in U.K. Under it, one needs to get a sponsorship from a university or college. This tire is not coming into effect until 2009.

Tier 5: tire five is for youth mobility and temporary workers. People are allowed to work within a specific and limited time frame, to satisfy primarily non-economic objectives. This tier does not provide the route for settlement or permanent residency.

All tires demands to attached Application for UK immigration with certificate of sponsorship except tier 1. An undertaken is taken from the immigrants that one should abide the terms and conditions of the scheme. UK government has compulsion of (TB) Tuberculosis test f or all the applicants who want to apply for UK visa (Immigration Consult, 2007 and Adesina, 2008).

Organisations dealing with Immigration and Immigrants in UK

There are some organizations in UK which are dealing with immigrants and process of immigration given as under:

Asylum Aid: The basic and major purpose of this organization is to provide free advices and guidance to new immigrants related to immigration process. Asylum is organization which deals with immigration process to UK. It provides key facts and figures about asylum seekers applying to stay in UK. Complete statistics regarding the asylum seekers. Asylum seekers increased from 1987to 2002 (84,130) and decreased to 17,916 in 2010 (see figure 1). In 2010, 25% applications were accepted initially. Majority of the seeker were men and dependant is children and adult women.

This is long term international migration (LTIM) graph which shows the statistics of Office of National Statistics (ONS) and Asylum statistics from 1987 to 2010. Come and go of the global crises nationality of asylum seekers changes. Mostly asylum seekers come from

countries which are facing military and political conflicts. In 2010 most applicants were from Iran, Pakistan, Sri Lanka, Zimbabwe, Afghanistan, Somalia, Sudan, Eritrea, Nigeria and China. In 2010, 11,346 asylum seekers applied for UK (Crawley & Heavens, 2010). Top 10 nationalities applicants in 2010 are given below (see figure2).

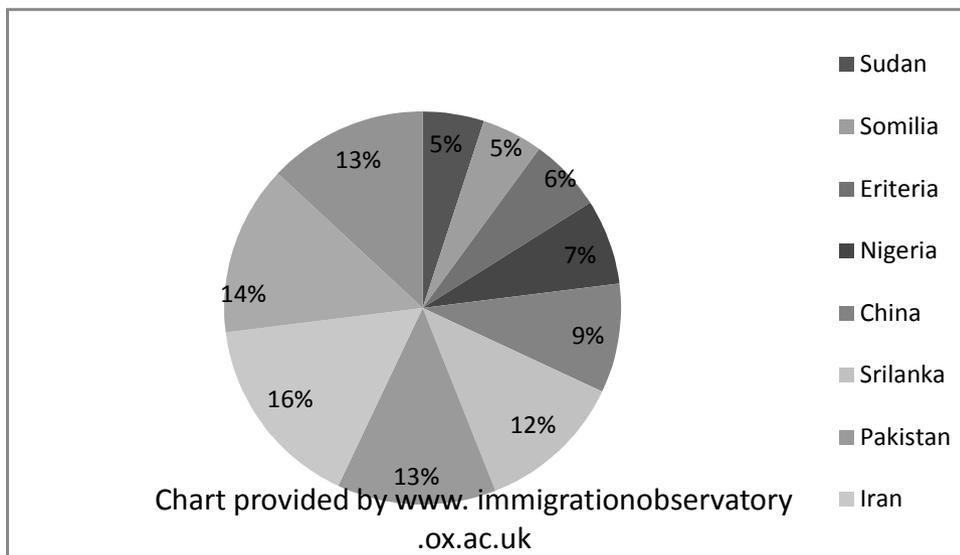


Figure-1: Source: Office of National Statistic. Long-Term International Migration (LTM) Home Office

Immigration Advisory Service: the immigration advisory service is the UK's largest charity providing service. These services are free for those people who are eligible and fee paying , other services also available for other people.

Immigration law Practitioners Association: the immigration law Practitioners Association to promote and improve the advising and representation of immigrants and to provide information on immigration.

Joint council for the welfare of immigrants: joint council of immigration is providing information regarding immigration free of cost; and provides legal advices and instructions to each individual.

Office of the immigration services commissioner: This is accountable for ensuring that requirements of good practices are fulfilled by all immigrants' advisers (Refugees Council online, 2011).

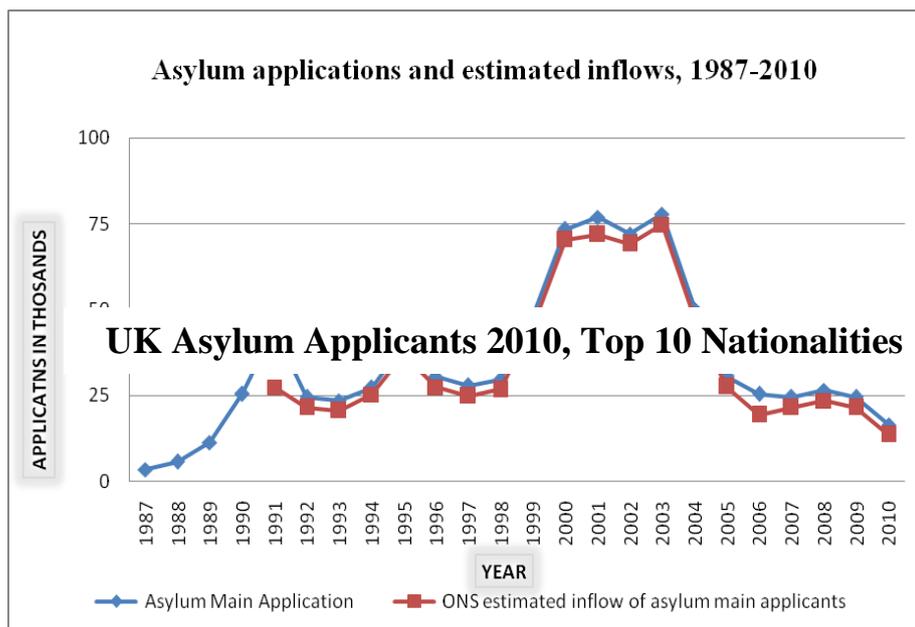


Figure-2: Source: migration to UK: Asylum: Home Office

Objective of the Study

The study was aimed to explore the subjective reality of an event, as perceived by the participants of the research study. Basically it was exploring the experience of the U.K immigrants. This study has following objectives

1. To highlight the reason of immigration to U.K
2. To analyze the life style of Pakistani's in U.K.
3. To investigate the difficulties immigrants faced during immigration process and facing in U.K after immigration,
4. To elaborate basic differences immigrants' perceived between United Kingdom and Pakistan.

In order to achieve research objective the researcher formulated following research questions.(1).What is the basic reasons of immigration to UK? (2).What sacrifices did immigrants make for immigration to UK? (3).What difficulties Pakistani's are facing during immigration and facing in UK after immigration? (4).What is the basic differences immigrants perceived between United Kingdom and Pakistan? (5).What facilities immigrants enjoying in UK which they were not enjoying in Pakistan? The study was delimited to the East London. All the Pakistanis' families in East London were population of the study.

Method

The research was designed as phenomenological model. As described by the Welman and Kruger (1999) that Phenomenology research approach develop an understanding of the

participant(s) or participant reality however he/ they so perceived, it investigates the reality of individual or groups as he/they construct(s) it.

Population and Sample

All the Pakistanis in East in London were the population of the study. Three families in the East London were selected as sample of the study. Non probability sampling method was used for sample selection. In non probability sampling, convenient sampling technique was used. Convenient sampling highlights the importance of conscious decision making in non random sampling. In some cases, researchers target unique participants. Participants are chosen because they are the only ones who can give the researchers the answers or insights of the phenomena. (Gay, 2002). The demographic information of the participants is given in table1:

Table: 1. Demographic information of selected families

Participants	Age	Education	Profession
<i>Family1</i>	-----	-----	-----
Male(Husband)	28 years	BE Telecommunications	Telecom Engineer
Female(Wife)	28 years	Masters in Statistics	House wife
<i>Family 2</i>	-----	-----	-----
Male(Husband)	34 years	BE- Electronics	Telecom Engineer
Female(wife)	27years	Bachelor in Arts	House wife
<i>Family 3</i>	-----	-----	-----
Male(Husband)	31 years	MBBS	Gynecologist
Female(Wife)	30 years	Masters in Mathematics	School Teacher
Male(Brother)	25 years	MBA (Finance)	Student

Instrument

In phenomenological study, the subject is only one or 6-12 according to the purpose of the study the best instrument or tool for the data collection is interview. The interview was structured and focused. In focused interview (as described by the Merton, Fisk and Kendall, 1956) the main function of the interview is to focus attention on a given experience and its effects. Interviewers (researchers) know in advance what topics or questions they wish to cover the interview was conducted on telephone, telephonic interview get popularity during the 1990s. The reason for conducting the telephonic interview for this study is the subjects (participants) are U.K immigrants so it is costly and difficult to conduct the interview process face to face .Most of the answers are given by the male participants. The female participants give the answer of the few questions. There are some concerns for using the technology for interview purpose. The body language signal and face expressions are lost from the interview process .the following rules were paid attentions during the preparation of the questionnaire for the interview by the researchers: provide clear questions presenting the central theme of the phenomena, avoided personal biasness, avoid misleading questions. Follow the research ethics and do not unveil the name of the participants as it was prescribed by the participants. *Validity* of tool (structured interview) was set after the careful considerations. Two university teachers were requested to evaluate the efficiency and

reliability of structured interview and focused interview. It was implemented into real life situation of research. Corrections were made according to the feedback of the university teachers.

Data Collection

Qualitative research design uses variety of instruments to investigate the phenomena. As qualitative study give the holistic and in-depth information about the issues which is under investigation. The study used the phenomenological approach of qualitative research as this approach is best for investigating the individual or groups perception of reality as he/she/they construct(s) or perceive(s) it. The researchers developed the understanding of the participants (subjects) which they faced during immigration process to UK. Data were collected through structured, focused interview, all the participants of a families interviewed by the researchers only once. The interview was conducted on telephone, for between 60 and 90 min for each family. All interview was recorded with permission of participants being interviewed, after that the recorded data were transcribed into computer files. The researchers give the adequate time to the participants to express their experiences. The researchers and participants work to gather for data collection, researchers first develop the personal relationship with participants to collect in depth, complete data and information from the participants. All the researchers paid full attention during the interview session and carefully asked the questions one by one and tried to note every minor point and then carefully transcribe each piece of information on paper and computer files.

Data Analysis

The data was collected through structured and focused interview. The interview was recorded and transcribed on paper and computer files. The researchers then sorted those data into the range of categories. Whole texts of the interview were read by the researchers and get a feel for what is being said. The researchers identify the key themes and issues in each text. The researchers attempt to describe the data, explore the themes of the study and generally see the data are consistent with the objective of the study. The whole data were analyzed through recursive abstraction analysis method where the whole data were summaries keeping in mind the important issues and areas of the data. Researchers carefully summaries each point of the data without neglecting important piece of information, described by the participants. After careful consideration and for the further reduction of the huge data researchers further summarized the data and again take all the precaution regarding data. The data was third time analyzed by researchers and further summarized. End results are more compact summary that would have been difficult to accurately discriminate without the preceding steps of the refinement. Researchers get the complete, concise and valid information regarding phenomena.

Summary /Findings

After the data analysis the researchers concluded the answers of all research questions. Findings/summary of the study was narrated from the perspective of the participant; the researchers do not interpret the finding from their own perspectives but the subjects.

Researchers concluded the answer of research question one from participants' point of view. The basic reason of the immigration was to become the citizen of UK and get more opportunities in UK, participants' expression:

"It is comparatively easier to obtain a work visa for myself and Easier to settle since my wife is a British Citizen. Another reason to migrate to UK as there is more diversified career opportunities (as compared to Pakistan). There is no need to learn new language to communicate (in a new country). To avail better opportunities job wise and education wise for me and for my family." (P1, Male).

"Preferably UK's citizen faces very low range of obstacle while migrating to anywhere in the world, apparently world level recognized qualification gives competitive edge to build career up to the mark" (P7, Male and P1 Male).

"I migrate For Better future and enhance the opportunities to travel and explore the world financial, moral / social corruption in Pakistan Society was another reason to migrate in UK" (P3, Male). *I want to explore the world and want to avail better opportunities in my life to increase the standard of living"* (P5, Male).

Researchers concluded the answer of research question two from participants' point of view. Participants stated that though we are enjoying many facilities in a new country but this is not an easy process for this purpose we made lot of sacrifices, participants' expression.

"Immigration is not easy process. One has to give many sacrifices for it. In many cases it does not improve the average quality of life but lowers it. By my own observations of different immigrants here, it can be seen they are 'stuck' in their new life and find it difficult to come out of it/go back. Sacrificed my precious relations parents/family/friends, missed important family events. I live in overall cramped living space in UK its normal in UK" (P1, Male and P2 Female).

"I disposed off material possessed in Pakistan and again buying everything here. Utilize all my savings while resettling. Give up a 'better' quality of life where my earnings were far higher than expenditure – a life of relative luxury. I start my career from a lower position than before."(P5, Male)

"Quit a carrier in Pakistan, established business / Job, Very much own culture/life style, Friends and Family in Pakistan and Desi food / flavor of Lahore. (P3, Male and P4, Female).

"Process of immigration for UK is not very friendly when you comparing with immigration process of Australia / Canada. Missing important family events, Pakistani food, earning is higher than expenditures" (P7, Male and P6, Female)

Researchers concluded the answer of research question three from participants' point of view. Participants stated that they have faced number of problems in immigration process

and some of the problems they are still facing after immigration. As they were aware of these challenges beforehand, participants' expression.

"I was aware of most of the challenges beforehand. I knew a few things myself and before coming here I had discussions with friends living in this country to get a better understanding of what to expect. I gave up all material possessions in Pakistan and buying everything again in UK – starting from scratch. I find immigration process tough; initially I faced the problems for professional job due to high rate of unemployment. I had to live longer with my host. I used up all of my savings in the process of moving here and finding a job. I borrowed money from family when my savings were consumed" (P1 Male).

"From July / 2009 till Apr-2010 I didn't get any job so I survive here without any job / business for 9 months that was very difficult time for me" (P3, Male). Immigration did not create any problem for me but new culture, new environment, new Job / financial Market, one has to work really hard to get into this system" (P5, Male). "I faced problems during immigration process absence of concerned authority and miss communication on commitment" (P7, Male).

The participants gave the complete picture of those problems which Pakistanis' usually faced after immigration process in UK.

"Very high Cost of living – having to go through very difficult times trying to make ends meet. Some are not welcomed in the native groups/or they think they will not be welcomed and therefore they tend to cluster with other Pakistanis. In this process they tend to be close minded and do not learn anything new. It is difficult to access the halal food. Not having enough money to buy the costly ticket to go home. Not availing career oriented jobs because of short term and conditional visas" (P1, Male and P2, Female).

Pakistanis are not valued and welcomed in UK because of the spoiling image in all over the world, they are facing the problems of high security checks and no high level government jobs are offered to any Pakistani" (P7, Male and P6, Female). In my opinion Cultural differences, lower job status, cold weather, costly ticket to go back to home (Pakistan)" are common problems for immigrants (P7, Male and P5, Male).

Researchers concluded the answer of research question four from participants' point of view. Participants' responses showed that they perceived many differences between Pakistan and UK. Some of important are there in UK which cannot be enjoyed in Pakistan, but there is nothing like home, participants expression.

"Things done better in the UK; Law/Justice/Punishment is the same for everyone – in practice, Discipline/lack of tolerance for bad behavior. It is observed that there is politeness and sensitivity towards other people's feelings better than Pakistan" (P1, Male and P2, Female).

“Strong family system/values, People putting time/effort in helping you without looking for/expecting reward are the strong points of the Pakistan. Observed Self respect for Human being in UK”” (P5, Male and P6, Female).

“In some aspects I am enjoying more freedom as compared to back in Pakistan. On the other hand due to the very high cost of living I am enjoying far less financial freedom here” (P1, Male).

“People in Pakistan do not get the respect due the model of their car or size of their house but in UK people respect the human beings. Government owned the poor / disables peoples in UK” (P3, Male). “In my opinion people in UK are not as racist as we are in our country, if one look around will see a lot difference classes / groups” (P4, Female).

Participants stated that they are enjoying political and religious right in both countries, participant’s expression:

“I am allowed to pray in my office building. I can take a day off for Eid. I can offer my Jumma prayers in the mosque every week. I am not offered HARAM food etc” (P1, Male). “Within the Law of the country (UK) I have full rights to enjoy my life” (P3, Male). “I am enjoying political and religious rights in both countries” (P5, Male). “I have no social life in UK but I was enjoying this in Pakistan” (P7, Male).

Researchers concluded the answer of research question five from participants’ point of view. Participants stated about the facilities they are enjoying in United Kingdom which they were not enjoying in Pakistan, participant’s expression:

“Everyone respects you and your choices and your privacy. Getting things done from Govt. Offices is very easy and streamlined. Most of the time things are straight forward. Utility services are available without any break” (P1, Male and P2, Female).

“I am enjoying free education of children, Free Medical of all family and Better quality of light no load shedding of electricity / Gas and security” (P3, Male). Better quality of education, human right are quite impressive, easy admission in college/universities, community support, qualification is recognized in all over the world , better job opportunities , better salaries in UK” (P7, Male).

Though they stated they are enjoying more freedom and right in UK but respondents have more association with homeland and will return to Pakistan soon. Participants give some suggestion for new comers. There is a huge change occurred in consequences during the last three years, job market is in depression and human trafficking is uncontrollable, so one must think hard, set concrete and clear objectives for migration, completely aware of the phenomena before moving and closely match their educational/professional profile with

other those who are already there, visit official website. Do not come just for the heck of it. You can get stuck in a miserable lifestyle.

Reflection

The subject has special affiliation with his homeland. As he is enjoying social life but he is stuck in new life style and missing the culture, values and important events of his country. They are not enjoying his economic life much as compared to his country. If they found the U.K better for Politeness, sensitivity, discipline, Law, Justice, punishment at the same time they lost strong family system, values, culture, pure relations, and true friends, in a new country. See hard time which they never experience in their life but in a new country. they can diversified his career and have more opportunities in a new country but there is also difficulties to get career oriented job and. Participants belief that immigration is difficult presses as it demands lot of sacrifices, money and time.

Discussion

Qualitative research approach was used to investigate the topic. The data was collected through structured interview. Data was logically analyzed and summarized by the researchers. Recursive abstraction technique was used to analyze the data. Interview was used to get in-depth understanding regarding research topic. People move from one country to another for different purposes. Mostly Asian people move to European countries to have much facilitated and luxurious life. in last 20 years the UK has become a country of net immigration. During the 1960s and 1970s the emigration exceeded immigration so that net immigration was persistently negative. Since then the net immigration has progressively increased. Immigration is not an easy process. In many cases it does not improve the average quality of life but lowers it. Immigrants face a lot of problems in immigration process. After that process, they face a list of problems in their stay to that specific country. When research participants were interviewed, the list of problems was mentioned which they faced there even after getting nationality in that country. Usually, immigrants face racial problems in the immigrant's country. They face difficulty in getting job there. They have to bear a lot in getting settle over there. Muslims face difficulty in following religion in UK. Society is conflicting with Islamic values and it becomes difficult to bring up children's according to religious values. It was concluded from research that immigrants face a lot of problems in immigrating process and even after getting nationality in immigrated country, in spite of it they are enjoying numbers of facilities ,opportunities and rights but still they don't want to spent whole of their lives there. Pakistanis face a lot of problems in immigration process. They have to make a lot of sacrifices in getting settled in UK.

Recommendations

Immigration is not an easy process it demands lot of time, money, sacrifices those who want to migrate from one country to others they must think hard and have clear objectives. Get awareness from all the possible resources so that no one exploits you during immigration process as well as in new country. Living expenses, actual worth of the place should check strictly beforehand. When one arrive in new county, than one must keep in mind that one

will not encounter the neutral environment where one can make their own ideology of life according to their own ways. On the other one has to develop his interest , skills, values , hopes and plans according to ongoing society values, customs and norms As there no alternative of home, so one should try to strive in his/her home country instead of dreaming west. But those who want to diversified their career education wise and job wise they should migrate in new country, but must return in their native country as there nothing like a home and provide services in your country.

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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 shows that male 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 researcher, 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;

- To find out the academic achievement of students according to their birth order.
- To find the impact of birth order on academic achievement of students.
- To find the impact of birth order on academic achievement of male students.
- To compare the impact of birth order on academic achievement of female students.

* 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 effected by ordinal position in the family rather than intelligence. Phillips and Philips (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 compare 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 etal (2000); Steelman (1985); Sulloway (1996) researches s 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.

Research 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.

Instruments

Two instruments were used for data collection.

A Questionnaire was used 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. 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

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

The above table shows that in case of 1st 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

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

The above table shows that in case of 2nd 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

Gender	S.S.C	FA/F.Sc	BA/B.Sc	MA/M.Sc
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 4th birth order.

Gender	S.S.C	FA/F.Sc	BA/B.Sc	MA/M.Sc
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 5th birth order.

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

The above table shows that in case of 5th 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 6th birth order

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

The above table shows that 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.

Table-7: Showing the comparative academic achievement of male and female students having 7th birth order

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

The above table shows that 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.

Findings

1. In case of 1st 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 2nd 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 5th 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.
7. 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 1st 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 2nd 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 3rd 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 4th 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 5th birth order male children have gradual decline in achievement up to graduate level and improvement at Master 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 6th 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 at higher secondary and graduate level where as female showed significantly better results at master level.
7. In case of 7th 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.

Recommendations

1. In case of first male child the academic achievement was better; this means that parents pay attention more if the born baby is male. In our areas it is the psyche of the peoples that they wish the first baby born as male. They give much attention to his schooling and

all the other aspects of life. In my opinion the females can also show the better results if they are treated in better way and welcomed as first born.

2. There may be different other reasons for this type of results because in the study there were four districts and in some districts the schooling facilities are not better. So it is recommended that schooling facilities should be provided in all districts to make achievement better.
3. The attitude of the parents towards the female education is not good in some areas, so changing attitude of the people towards the female education can also change the present situation.
4. As Islam stresses on the education of both male and females, and teaching a male is teaching a single person and teaching a female is teaching of the whole family, so female education should be the focus of educational policies.

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Comparison between Individual and Collaborative Learning: Determining a Strategy for Promoting Social Skills and Self-Esteem among Undergraduate Students

Sarwat Sultan*
Irshad Hussain**

Abstract

Philosophy of working together in classroom settings has been admitted as a substantial process providing a number of benefits to learners than a belief of working individual. Based on this fact the present study was conducted utilizing repeated measure design and experimental approach to compare the utility of two learning processes; Individual vs. Collaborative Learning. Employing experimental approach with two conditions; using individual and collaborative learning processes, 80 undergraduate students studying in two parallel sections of Psychology Class were studied. In condition I, the teacher used the individual learning process with section I and in condition II the teacher used the collaborative learning with section II. Before employing the experimental conditions at the start of semester, the students of both classes were tested on their levels of self-esteem and social skills. At the end of the semester, the students were tested again on these two variables. The study indicated two significant findings. 1. Students learning collaboratively and students learning individually were equal to some extent in their levels of social skills and self-esteem. 2. There were significant differences in the levels of two variables for the students learning collaboratively when they started course and when they ended the course. It implies that students by collaborating improved their social skills and self-esteem which are the essential potentials for learning. On the basis of these findings it is recommended that course instructors must encourage shared learning that will give students an opportunity to engage in discussion, take responsibility for their own learning, and thus become socially accepted.

Keywords: Individual Learning, Collaborative Learning, Social Skills, Self-Esteem

Introduction

Learning in classroom is product of teaching. Effective learning is associated with different factors including classroom environment, use of educational technologies, motivation among students, pedagogical skills and competencies of teachers and instructional strategies. The findings of different studies (Hussain and Sarwat, 2010; Hussain, 2012) has substantiated the notion, “the more the students are involved in activities, the more effective learning takes place”. Therefore, it can be said that effective learning is directly related with participation

* Head, Department of Applied Psychology Bahauddin Zakariya University Multan, Pakistan

** Associate Professor, Department of Educational Training, The Islamia University of Bahawalpur, Pakistan

of students in teaching learning process. Hence, a competent teacher selects student-centered instructional strategies. S/he designs and offers activities to students for their active involvement in learning process. A best teacher diagnosis learning needs of students, selects appropriate instructional strategies according to potential of students and offers individual or group activities to them.

Effectiveness of classroom instruction is usually determined by students' learning. Generally, teachers use two famous instructional methods in classroom. These two methods are different in nature but are exploited to achieve the same objective –students' learning. These are group work and individual work. Hussain & Sarwat (2010) affirmed effective learning to be an interactive process involving learners in different activities for accomplishing their academic tasks. They work on activities individually as well as in small groups to complete assigned task with mutual cooperation. The learning taking place in small groups of students by assuming activities and helping each other is referred to as called cooperative learning. However, in individual instructional strategy each student is treated as an individual learner and facilitated according to his/her academic potential and learning styles by the teacher. Here students work on separate and individualized activities and is responsible for his/her own learning. It is obvious that both of the methods require active participation of learners in learning process (Brody, 1995).

Cooperative learning requires students working in groups and therefore, appears as a motivational aspect of learning. It allows all such conditions where learning takes place by students' collective working in groups for achieving certain learning goals; and where they are equally responsible for their learning. Forsyth and McMillan (1994) viewed intrinsic motivation to be a central factor in teaching learning process. Furthermore, intrinsic motivation facilitates students in building their attitude, comprehension, flourishing abilities, and increases urge to learning. Hertz-Lazarowitz, Kirkus, & Miller (1992) asserted that collaborative learning works as a significant motivator for students.

Collaborative learning stems in working together having social benefits for students in addition to their academic achievements. According to Kessler and MacLeod (1985) collaborative learning develops societal competence, enhances self-esteem, fellowships, and interactions among students by reducing procrastination, academic stress and anxiety. These states are related with educational psychology and therefore, educational psychologists (Sherman, 1991; Cohen & Cohen, 1991) as an viewed collaborative learning to be useful in improving self-esteem, racial relations, internal locus of control and academic achievement of students. Collaborative learning promotes social interactions (Cohen, 1991) among students. The study of Panitz & Panitz, (1998) has demonstrated that students having higher level academic skills when work with those having lower order learning skills, get benefit by elaborating or discussing what they know and their counterparts take advantage of it within a peer group. Working in groups facilitates students to know their differences and to know how to take advantage of it.

Collaborative learning encourages students in classroom to help each other for accomplishing a mutual academic task (Felder 1997). As they actively participate in activities and interact with each other, they can know their individual and group differences, and work on setting their social issues that may arise (Rau & Heyl, 1990) during the task completion. Besides, it is efficient in developing leadership skills among students and in preparing them assuming social responsibility in stressed situations (Bean 1996). Collaborative learning helps to build learning communities within class room as well as the institutions (Tinto 1997). Collaborative learning has advantages over individualized learning as it facilitates students more in raising motivation and self-esteem. Rau & Heyl (1990) found that collaborative learning enhanced self-esteem among students which continuously helped them to participate actively in activities for studying courses. Such participatory efforts significantly contributed to higher level achievements of students. Students develop their study circles by helping each other. It enhances urge for learning, healthy competition, level of interaction & participation and confidence among students. It results in higher level of self-esteem among students (Totten, Sills, Digby, & Russ, 1991).

Collaborative learning plays a significant role in promoting social skills and reflective practice among students. Whereas, in individualized learning students are usually passive. They are treated as listeners and receivers of information & knowledge from a teacher. A teacher becomes sole source of information and knowledge for them. They are assumed to follow instructions of their teachers delivered in classroom(s). Generally, in school and colleges this practice exists where instructional process is based on classroom lectures, and students have very short time to discuss topics or express their view points with their fellows. However, studying through collaborative learning students discuss, debate, and clarify their view points on / or about the constructs and concepts learned in classroom. Resultantly, it promotes higher degree of self-esteem (Rydell, Hagekull, & Bohlin, 1997) among students.

Similarly, collaborative learning contributes in developing social skills and self-esteem leading towards developing positive attitude among students. The level of students' participation in collaborative activities is a social activity. Both teachers and students develop a professional liaison and understand each other by activities, attitudes and behaviors. Facilitating teachers/ mentors have passion to absorb the undesired actions and attitudes of students which they gradually transform into accepted behaviors through their academic vision and social wisdom. They provide autonomy, independence, and confidence to students for empowering them by developing social interactions, social skills, and social competence resulting in higher level self-esteem (Brody & Davidson, 1998).

The above discussion calls for a study to compare the collaborative and individualized methods of instruction. This study is such an endeavor. The study was conducted to compare the collaborative and individual methods of instruction. It was hypothesized that students involved in collaborative learning develop more social skills and have high self-esteem than students learning by individualized instruction. It was also assumed that there will be no difference in students of both methods prior to employ in the class learning, while a

difference will be found in the students of both methods after following these methods in class learning in terms of social skills and self-esteem.

Method

Participants of the Study

The sample consisted of 80 undergraduate students studying in two parallel sections of Psychology Class 40 in each enrolled in BS 4-Year Program at Bahauddin Zakariya University Multan-Pakistan.

Instruments

Social Competence Inventory

Social Competence Inventory (Rydell, Hagekull, & Bohlin, 1997) is a 25-item inventory with 5-point likert scale. It has two subscales; Social Competence (17 items) and Social Initiative (8 items). A higher score on each scale represents high social competence and social initiative. To assess the domain of social skill, the scores on subscales are averaged. It has internal consistency estimates of .94.

The Index of Self – Esteem (ISE)

The Index of Self-Esteem (Hudson, 1982) measures the level, intensity, or amount of a problem with one's self-esteem. It has 25-items with 5-point rating scale ranging from 1 (rarely or never), 2 (few times), 3 (sometimes), 4 (often), to 5 (most or all of the time). Following items are 3, 4, 5, 6, 7, 14, 15, 18, 21, 22, 23 & 25 are reverse scored before adding scores on all items, and then denoting the item responses as Y, the total score S is computed for scale as $S = \sum Y - 25$. ISE has a clinical cutting score of 30. It indicates that one obtaining a score above 30 is interpreted as with low self-esteem, while obtaining score below is considered with high self-esteem. ISE-Urdu has an internal consistency coefficient of .63 for the entire 25 items. Original and Urdu-versions of ISE have highly significant positive correlation of .83.

Procedure of the Study

In this study, instructor's way of teaching was independent variable with two levels; individual learning and collaborative learning. Learner's social skills and self-esteem were the dependent variables. Using experimental approach, class instructor employed the individual learning style in one section, and collaborative learning style in second section. In individual learning, the teacher explained the assignment to the students. The students then worked on the assignment by themselves at their own level and rated. While in collaborative learning style, the teacher clearly explained the assignment to be completed under the collaborative learning structure. Students were encouraged to discuss the matter under study with other students in the class, and were also instructed to listen carefully to comments of each member of the group and be willing to reconsider their own judgments and opinions. A pretesting was done prior to the treatment. All the students of both sections were first tested on two dependent measures under study. Then as per instructions individual and collaborative learning styles were adopted by teachers during the whole semester. A posttest

was done to measure treatment effects. Students were compared first on their scores on pre and post testing, and then were compared with the students of other section. Results were analyzed using SPSS (Statistical Package for Social Sciences).

Results of the Study

The results of the study as drawn from the data analysis are presented below:

Table-1: Differences in the levels of Social Skills and Self-Esteem between Students Learning Individually and Students Learning Collaboratively at the Beginning of Semester

(N=40, 40)

Scales	Individual Learning (N=40)		Collaborative Learning (N=40)		t	p
	M	SD	M	SD		
Social Skills	59.52	9.83	63.21	9.73	1.031	0.16
Self-Esteem	31.52	8.62	27.51	5.71	0.321	0.20

df. = 78

Table-1 indicates non-significant differences in the levels of social skills and self-esteem of students learning individually and students learning collaboratively. Results imply that the students at the beginning of semester do not differ significantly on variables though mean values are showing slightly different.

Table-2: Differences in the levels of Social Skills and Self-esteem between the Scores of Pre and Post Testing of Students Learning Individually

(N=40)

Scales	Pre-Testing		Post-Testing		t	p
	M	SD	M	SD		
Social Skills	3.52	9.83	67.34	10.43	0.573	0.164
Self-Esteem	31.52	8.62	29.69	7.72	0.214	1.371

df. = 38, p = non significant

Table-2 shows the non-significant differences between the scores of pre and post testing on social skills, and self-esteem of students learning individually. Findings suggest that the individual learning does not promote social skills and self-esteem.

Table-3 shows the significant differences between the scores of pre and post testing on social skills and self-esteem of students learning collaboratively. Findings suggest that the collaborative learning promotes social skills and self-esteem.

Table-4 indicates the significant differences in the levels of social skills and self-esteem of students learning individually and students learning collaboratively. Results imply that the students who learn collaboratively are higher on the variables under study as compared to the students learning individually.

Table-3: Differences in the levels of social skills and self-esteem between the Scores of Pre and Post Testing of Students Learning Collaboratively

(N=40)

Scales	Pre-Testing		Post-Testing		t	p
	M	SD	M	SD		
Social Skills	63.21	9.73	96.99	10.12	2.44	0.001**
Self-Esteem	27.51	5.71	22.02	6.73	2.02	0.02*

df. = 38, **p* < 0.05, ***p* < 0.01

Table-4: Differences in the levels of Social Skills and Self-Esteem between Students Learning Individually and Students Learning Collaboratively

(N=40, 40)

Scales	Individual Learning (N=40)		Collaborative Learning (N=40)		t	p
	M	SD	M	SD		
Social Skills	67.34	10.43	96.99	10.12	2.385	0.02*
Self-Esteem	27.35	9.26	48.85	9.83	3.013	0.00**

df. = 78, **p* < 0.05, ***p* < 0.01

Discussion

The previous literature on many substantial advantages of collaborative learning has already made affirm that establishing a community like group in the classroom is only possible by utilizing the essence of collaborative learning strategies. There are many fundamental profits associated with collaborative learning than individual learning (Leikin & Zaslavsky, 1997). The present study focused on two important benefits of collaborative learning; social skill and self-esteem. The comparison was made between collaborative learning and individual learning by utilizing an experimental approach. It was hypothesized that students will develop more social skills when will learn collaboratively than students who learn individually. Findings showed the results that when experimentally both classes were

designed on collaborative learning method and individual learning method, so prior to employing these methods practically in the classes by their teachers, the students were found with no major differences in their levels of social skills and self-esteem. Though differences in mean scores are showing slightly differences in levels of social skills and self-esteem, but are not significant.

Findings further indicated that when students started learning in two different methods of collaborative learning and individual learning in each class, they develop social skills and self-esteem differently. It was found that students who were studying through collaborative learning were developed with high social skills and high level of self-esteem as compared to those students who were working individually. These findings supported the hypothesis that collaborative learning will be facilitative for developing social skills and self-esteem than individual learning. These findings are also in tune with the work of Bean (1996) who mentioned that when students work in groups during a course, they get to understand each other and expand and continue their social activities even when are outside of class. Bean further elaborated that students exchange phone numbers and contact each other to find guidance for issues and queries about the subject material. Not only this but students usually try to get combine grouped for class activity in later terms and also effort to search such a teacher who follow collaborative learning methods (Felder, 1997).

The work of Johnson and Johnson's study (1990) also provided the support for the findings of present study. They reported that students become satisfied with their learning experiences while studying through collaborative learning because they find themselves more involved in achieving and completing academic tasks and course assignments. When students work in a team or group they feel sense of ownership and accomplishments which in turn enhances their level of self-esteem. However, these benefits are minimized when a student work individually and doesn't have any experience of working together toward a common objective. Student studying individually also face many problems in answering questions of unclear course contents which in turn push him/her in experiencing low level of self-esteem.

Participating attempts from students result in a higher degree of success and achievements by all students as compared to individual attempts. Individual competition engenders loss of winning for weaker students because competent students harvest all winnings and acknowledgements. In opposition to individual learning, Students take benefits from a collaborative learning environment. This in turn leads to higher self esteem in all students (Brody & Davidson, 1998).

Classroom anxiety can also be controlled by collaborative learning (Kessler, Price & Wortman 1985). In a usual classroom method where a teacher calls a student by name and the students comes into the centre of attention of the whole class. Any error or fault in answering a question turns into the subject of noticing for the rest of all students. On the other hand, in collaborative learning method students complete their assignments in a group

situation and diffuse the focus of attention among the group. Moreover, the group shows a successful achievement and therefore reduces the aspects of mistakes if occur individually (Lander, Walta, McCorriston, & Birchall, 1995). In this way a mistake if is occurred, turns into a teaching instrument rather a group criticism of an individual student in collaborative learning.

Conclusion and Implications

From this current study, it can be concluded that collaborative learning promotes the development of social skills through discussion, understanding and evaluation of others' concepts and views. Although, both methods of teaching have their own merits and demerits but CL is more effective in learning knowledge, and thus if the aim of learning is to develop social skills and self-esteem, then collaborative learning is at more profit.

To make collaborative learning more efficient, a teacher must consider teaching as a procedure of promoting and raising students' skills to seek knowledge. The role of teacher in the classroom is not only to transfer knowledge, but also to help in learning with understanding. Future researchers are invited to explore the impact of different factors on the collaborative learning method such as group size and composition, pattern of collaborative learning, frequency of teacher interactions with the group, and learning process.

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A Comparative Analysis of Basic Cognitive Abilities among Students with respect to Gender

Muhammad Aamir Hashmi*

Ashi Zeshan**

Khurshid Khalid***

Saleha Parveen****

Abstract

This paper examined gender differences in performance on intelligence test based on Thurston Model (Space, Inference, opposite, Number, Word fluency,). The data was collected from 8267 boys and 3853 girls of class/ grade VI students (age group 11 – 12 year) on the basis of stratified random sampling. The test was developed and standardized by the researcher himself. It is inferred that male students achieved high scores than female in the test. Overall the performance of male (urban) was best than all other and the performance of female rural was the least with respect to others.

Keywords: Cognitive Abilities, Speech Production, Episodic Memory, Mathematical Ability, Gender Difference

Introduction

It is generally agreed that every individual has specific abilities. These abilities include power to think, speak, hear and understand and it is essential to guide individuals in the right direction at right time in a right way (Hashmi, 2000). Although there are negligible gender differences in general intelligence (Aluja-Fabregat, Colom, Abad & Juan-Espinosa, 2000) but it has been reported in a number of specific cognitive domains. It was traditionally believed that females had better verbal ability and males had greater spatial and mathematical ability (Maccoby & Jacklin, 1974, Hashmi & Nawaz 2007). However, recent meta-analysis has found much more specific gender differences (Hashmi & Nawaz 2007). According to Hyde and McKinley's (1997) summary of meta-analysis, there is no gender difference in verbal ability, except for better female performance on measures of speech production. In the domain of mathematics, there is no gender difference in computation or understanding of mathematical concepts, but males do better in problem solving in high schools. In the domain of spatial ability, males perform better on tests of three dimensional mental rotations, but other tests show small or no differences (Hashmi & Nawaz 2007). There also appears to be a gender difference, in episodic memory (Herlitz, Airaksinen & Nordstrom, 1999; Herlitz, Nilsson & Backman, 1997) with females performing better in most tasks, although this area has not been the subject of meta-analysis.

* IER, University of the Punjab, Lahore

** IER, University of the Punjab, Lahore

*** Department of Education BZ University Multan

**** University of the Sindh, Hyderabad

Various biological and socio cultural explanation have been offered for these gender differences. Biological explanation include sex steroid hormone differences (McKeever, 1995), differences in the size of cortical regions associated with language (Harasty, Double, Halliday, Kril & McRitchie, 1997), differences in the relative volume of grey and white matter in the brain (Gur et al; 1999) and differences in the hemispheric lateralization of language (Levy & Reid, 1978). Socio-cultural explanation includes differential life experience, unintended effects of researchers' behavior towards male and female subjects, and social expectations about performance on certain types of task (Richardson, 1997). A relevant findings from meta analysis is that gender differences in cognitive ability may have narrowed over time (Hyde & McKinley, 1997), which has interpreted as a difficulty for a purely biological explanation (Richardson, 1997).

Method

Sample was selected through stratified random sampling procedure. For this purpose, first of all the data was collected about schools and enrollment of the students from district education officers. The data of school and students were arranged district wise. The researchers selected 10% schools and 5% students from elementary, secondary and higher secondary schools of Multan, Bahawalpur, DG Khan and Sargodha division. The district wise distribution of schools and students was as follows:

Table-1: Division-wise distribution of schools

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

Table 1 indicated the district wise distribution of schools. 90 schools were selected from Bahawalpur, 49 schools were selected from D G Khan, 122 Schools were selected from Multan, and 74 were selected from Sargodha making a total of 335 schools.

Table-2: Division-wise distribution of students

	Male		Female		Grand Total
	Urban	Rural	Urban	Rural	
Bahawalpur	397	1244	389	519	2549
DG Khan	310	850	266	267	1693
Multan	1109	2520	737	816	5182
Sargodha	425	1412	334	525	2696
Total	2241	6026	1726	2127	12120

Above table indicated the district wise distribution of respondents. It is evident that 2549 students were selected from Bahawalpur, 1693 were selected from D G Khan, 5182 students were selected from Multan, and 2696 were selected from Sargodha making a total of 12120 students.

Cognitive Tests

To determine the content of the test, well known abilities tests and the literature pertaining to mental assessment were examined such as:

1. California test of Mental Maturity advance edition, 1957, for adults
2. Standard progressive matrices sets A, B, C, D and E for children and adults 1989
3. Semi-standardization of mental ability test for children level 11+ by Shirin Khan, IER, University of the Punjab, Lahore (1983).
4. Semi-standardization of intelligence test for the students for class IV, V, VI by Iqbal Ahmad Khan and Ali Muhammad IER, University of the Punjab, Lahore (1987).
5. Semi-standardization of intelligence test for the students of class VI by Naem Tahir Khan Department of Education, Bahuddin Zakariya University, Multan.
6. Standard Progressive Matrices of Australia Manual (c) ACER, 1995 for age 3 – 17.
7. Thurston (1938-41) Multiple Factor Theory of intelligence. (Hashmi, 2000, Hashmi & Nawaz 2007)

After going through the above mention literature it was selected to administer different test to test the intelligence of the students of class VI having age 11 – 12 years. The concept and diagrams contain in their text books and magazines for children were also consider in the construction of multiple choice items. After consulting experts and pilot study the tests were finalized. There were five tests comprising 12 multiple choice items with 5 options each (Inference, space, opposite, Number, Word fluency).

Statistical Analysis

The data was analyzed by applying following statistics:

1. Normative data on student's performance
2. Test reliability
3. Item analysis
4. Z-test

Normative data relating student's performance were arranged and analyzed through simple comparison, mean, and standard deviation. The reliability of tests was determined by split half method, KR #20 and 21 reliability method and reliability and standard error of measurement. The value of z was calculated with the help of formula to find the significant difference between the mean performance of male and female, urban and rural students.

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{SD^2/n_1 + SD^2/n_2}}$$

Results and Discussion

Mean, standard deviation and z-value for gender difference on the cognitive tests are shown. The performance of the male was better than that of the female student.

Table-3: Gender differences on test

	N	Mean	SD	Z	α
Male	8267	43.54	10.06	50.98	0.05
Female	3853	31.40	13.09		

It is evident that male students' mean scores were 43.54 while the mean score of female students was 31.40 which are significantly lower than male students. It is inferred that male students achieved high scores than female in the test.

Table-4: Gender differences with respect to rural urban students

Mediator variable	N	Male, Mean, (SD)	N	Female, Mean (SD)	Z	α
Urban	2241	48.13 (14.78)	1726	38.06 (9.19)	26.32	0.05
Rural	6026	41.85 (10.42)	2127	25.59 (13.54)	50.37	

The mean performance of male (urban) was better than that of female students in urban area. The mean performance of male (rural) was better than that of female students in rural area. Overall the performance of male (urban) was best than all other and the performance of female rural was the least with respect to others.

This study has found gender differences with males performing better in both cases urban and rural area. Previously gender differences were found in a number of tasks, with male performing better on digits backwards and reaction time and females better on recall and symbol – Digit –Modalities. There are, however, reports of males having faster reaction time (Thomas and French, 1985, Hashmi and Nawaz 2007) and better memory span performance (Grossi, Matarese & Ossini, 1980, Hashmi and Nawaz 2007).

Table-5: Internal Reliability of the Test

Test No.	Value of 'r'
1	0.69
2	0.97
3	0.17
4	0.65
5	0.88

The table showed the internal reliability of the test. It is depicted that internal reliability was highest in test 2 and 5 which was 0.97 and 0.88 respectively.

Table-6: Correlation Matrix for each Test

Variable	Test 1	Test 2	Test 3	Test 4	Test 5
Test 1	1.00	0.38	0.60	0.22	0.54
Test 2		1.00	-0.12	-0.05	0.48
Test 3			1.00	-0.03	0.18
Test 4				1.00	0.07
Test 5					1.00

Above table indicated the correlation matrix for each test. It is evident that the student performing well in test one, performed the all other four test good while students performing test 2 could not perform well in tests three and four. In addition to that students performing in test 3 were not good in test four whereas students performing test five were good in performing all the tests.

Conclusion

This study finds out differences in cognitive function for urban & rural, male & female students. It concludes that male students belonging to urban areas achieved highest scores as compared to other categories.

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Effectiveness of Tutors' Role in Distance Education

Nasreen Akhter*

Abstract

The study aimed to evaluate role of tutors in distance learning. Results of study are based on data collected through a questionnaire from 6797 distance learners who completed semester under guidance of 1690 tutors during semester spring 2012 in Punjab. It concluded that tutors are well managing their most of duties in distance education but marking process of assignment has some problems. Tutors need to write comments on assignments that can help distance learners to elaborate weak portions of their assignments. Furthermore, it was concluded that tutors performance has positive correlation with the enrollment rate of distance learners. It recommend training workshop for tutors especially in areas showing poor enrollment rate in distance education courses. They must be given training regarding distance education rules and especially development of skill to mark assignments in such manners that help learners to improve their learning.

Keywords: Distance Education, Tutors, Teaching Learning Process, Formal Education, Guiding Techniques

Introduction

Distance education is a new spectrum of education and many countries of the world have valued it not only in developed but also in developing and under developing countries. Teaching learning process in distance education basis on learner centered techniques of education. Manjulika and Reddy (1999, p. 63) indicated, "Distance education circles around the learner centered system with teaching activity focused on facilitating learning. Learner no doubt, attached with an institution, study under instructions and guidelines of the institute and has to follow the rules given but most of the time study alone. Major learning of distance learner took place independently by learner's own pace and efforts.

Review of distance education system all around the world indicates that tutor is important part of system. Tutor is a person appointed to guide a group of students for a course for whole period of study during a semester. Tutor in distance education is generally expected like a teacher in formal system of education. Nevertheless, it is true that role of tutor in distance education remains different as compared to the role of teacher in conventional teaching environment. An ideal teacher working in conventional system of education is not compulsorily being a good tutor in distance education system. However, training of a trained

* Assistant professor, Department of Education, The Islmia University of Bahawalpur, Pakistan, E-mail: nasedul@yahoo.com

and experienced teacher working in conventional school, college or university can help him to ensure the achievement of learning needs of distance learners.

The reasons for having idea to give training to a formal teacher about the system of distance learning and then take his help to achieve targeted goals of teaching in distance education can be understood by considering the following reasons.

- Distance learner are not supposed to attend the institute daily but their presence is compulsory during specific activities like as scheduled tutorials, workshops and examination for limited time period.
- Meetings of tutor and learner are not just as routine matter. Each meeting of tutor and learner is not only scheduled but also have specific objective for each event.
- Distance education focus learner centered techniques. Students' guiding techniques in learner centered process demand different role of teacher/ tutor. Only vigilant monitoring and technical support of tutor can satisfy needs of learners involved in the process of learner centered.

Unluckily, distance education system work in cooperation of formal institutions. Tutors for distance learners are mostly hired from the persons working in formal system of education. Training of tutors is mostly ignored assuming that they are trained teachers but in reality, they are mostly not skillful to work in distance learning. They are not aware of the basic philosophy and rules of distance education that have been established keeping in view the process of system and characteristics of distance learners. As result of this situation, learners sometimes criticize role of tutors in distance learning. Learners on the other hand sometimes do not feel having any contact with tutors. They assume meeting with tutors is not necessary when they feel tutor have not properly guided them during scheduled meetings or in case of contacting in case of any difficulty. So, the situation requires to study problems of learners related to tutors and evaluate what tutors normally do in relation to duties assigned them.

Objectives of Study

The study focused following objectives.

1. To explore the role that tutors are playing regarding their responsibilities.
2. To evaluate the role of tutors.
3. To find out relationship between performance of tutors and enrollment rate of admissions in specific areas.
4. To design some measures to improve the system.

Research Questions

- 1 Whether tutors perform duties assigned to them in good manners.
- 2 Does high enrollment of students has some relationship with performance of tutors

Methodology

The study was organized following procedure of case study method (a technique of descriptive research). Tool of study was a self-prepared checklist that was consisted on 10 statements on five point likert type scale. It was pilot tested selecting a sample of 121 distance learners. Validity of research tool was evaluated by expert opinion method consulting a team of three experts. Reliability of research tool was determined by computing cronbach's alpha value. Those were .83 for pilot testing and .79 for final tryout at the stage of data collection.

Population of study were tutors and distance learners studying through distance mode of education. Sample of study was chosen by stratified sampling procedure. At first stage three groups on the basis of enrollment (in teacher education program through distance education mode) areas were formed. They were labeled as rich enrollment areas (Rawalpindi, Lahore, Faisalabad), middle enrollment areas (Gujranwala, Sialkot, Multan, Sargodha), poor enrollment areas (Bahawalpur, Dera Ghazi Khan, Sahiwal, Mianwali, Chakwal, Jhang, Rahim Yar Khan). On next stage, from the total list of 1690 tutors appointed for semester spring 2012 for B. Ed program of in Punjab, 245 tutors (15% of total) and all 6797 students allotted them for guidance were selected as sample. Observation of each one (245 tutors) during whole semester was required that was difficult so, experiences of learners about the tutors' were decided to record through a questionnaire including statements about the duties and role of tutor.

At the end of semester, a questionnaire was provided to distance learners and a request was made to rate each statement included based on their own experiences during whole semester. For data analysis, mean scores of each statement included in questionnaire was computed that was interpreted keeping in view the criteria 1-2=not agreed, 2.1—3.4= Uncertain, 3.5 or above= agreed. Moreover, higher mean score was interpreted considering meaning of effective role of tutors while lower mean score (less than 3.5) was considered interpreting the poor role of tutors regarding the statements.

Findings

- (3.58) for poor rated areas on the basis of admission rate. Tutors mostly contact respective students and inform them about their appointment as tutor to students after their appointment (Mean 3.88).
- Majority of students submit assignments to tutors as according to given schedule (Mean 4.31).
- Some of the tutors write comments on assignments of students to indicate weaknesses (Mean 3.42).
- The comments given by majority of tutors help learners to explain strengths and weaknesses (Mean 3.49).

- Mostly tutors are found present during tutorials meetings (Mean 3.89).
- Mostly tutors show encouraging and helpful attitude during tutorials. (Mean 3.89).
- Mostly tutors motivate students for studies during meetings (Mean 3.81).
- Mostly students are satisfied about tutors regarding having skill to guide distance learners (3.91).
- Mostly tutors do fair marking of assignments (Mean 3.68).
- Most of tutors do not delay in reporting results of students to related office regarding assignments (3.85).
- Average mean score awarded by distance learners to tutors regarding perform of duties as tutors was most higher for rich enrollment areas(3.94), middle for 2nd rated areas (3.84) and last

Discussion

Tutors are important element in distance learning process. They are responsible to attend students during tutorial meetings, attend their problems regarding system and studies, guide them during tutorials, help them in learning, guide in preparing assignments, mark assignments and report result to institution regarding assignments assigned to students. Duties of tutors demand excessive labor, commitment and devotion on the part of tutors. Success of learners too much depends on efforts of tutors. Tutors need performing their duties on right time because delay or negligence of work can base for drop out of students or discourage them to work properly. Manjulika and Reddy (1999, p. 64) explains role of tutor in effective distance education is emphasized for effective two-way communication between the institution, teacher and learners. Success of system requires carefully planned intervention of teaching and learning between teacher and learners. The present study has analyzed effectiveness of tutors' role in distance education in Punjab, Pakistan. It has explored how much honest efforts tutors perform regarding their responsibilities as tutor working for distance learners. Keeping in view the procedure of distance education system in Pakistan, responsibilities of tutors include:

- Inform students about his appointment as tutor.
- Help learners to prepare assignments and receive them as according to given schedule.
- Deal positively during meetings.
- Motivate students to work hard in studies.
- Be present during scheduled meetings.
- Work honestly.
- Mark assignments properly

- Communicate results of assignments to students after marking with guidelines that help in understanding strengths and weaknesses of their efforts.
- Submit results and reports to institution timely.

Gunawardena and Pointe (2005) suggests designers and instructors must plan at least three deliveries of assignments and assessments in distance education process. These include assignments' delivery to students, completed assignments' delivery to tutors and return of graded assignments with feedback from the instructor to the students. For effective running of distance education courses, effective role of tutors is necessary. Effective tutoring includes high determination of tutors towards performing of their duties as well having command on skill to work in distance education mode.

The results of the study indicated that tutors are performing most of their duties well but not excellently because mean score of most of statements remained below four. A significant finding regarding whether tutors intimate distance learners about their appointment, Mean=3.88 indicates that not all but majority of tutors perform the duty. Distance learners do not have regular face-to-face interaction with the tutors and institution. They meet the tutors and course coordinators whenever they have some call or sometimes when face some problem regarding studies and need academic help. Therefore, first most important rule for success of students and system demands a tutor to have a link with learners. If tutor after confirmation about his tutorship will communicate learners about his appointment, learners will be able to contact tutors for getting guidelines in studies. Suppose, distance learners have no information about their tutors that can be because of the reason that not tutor nor institution send information about the tutor's appointed for guidance in a course, how distance learners can consult tutors for guidance. Surely, situation in this case can create problems for distance learners. Institution on the other hand can misplace repute for future applicant. A significant finding of the study, majority of students submit assignments to tutors as according to given schedule (Mean 4.31) contributes indication for understanding that tutors do well for learners and distance learners on the other hand give importance to assignments. It also strengthens validity of previous finding of the study "tutors communicate students about their tutorship after appointment". Surely, learners can only work seriously on assignments and give importance to submit them on time if their tutors are active in their observation. Sending intimation letters to distance learners by tutors is a good mark for explaining activeness of tutors.

Assignments' marking as well as assignments preparation have value in the system of distance learning. Assignments' marking is a skill that not only requires concentrated attention, proper qualification and sufficient command about rules and regulations on principles for marking but also the proper devotion and firm efforts. Assignments' marking not only requires ticking or crossing the responses of learners but also elaborating the strengths and weaknesses of responses. Goel and Goel (2000) suggests, tutors must give comments on assignments. Comments should notify students what they are specifically required to do and what kind of resources they need to study. They must help learners

comprehending the concepts without discouraging. Mean score (3.42) of the finding regarding whether tutors write comments on assignments of students to indicate weaknesses helped to conclude that only some tutors write comments on assignments. It showed that majority write only marks on assignments that shows no good impression about marking process of assignments by tutors. It can be because of the non-seriousness of tutors, having poor command on skill of teaching in distance education system, less awareness about the rules of marking of assignments to tutors or may be because of the excessive workload for working part time including regular job. The finding indicates suggestion for arranging the training of tutors. On the other hand mean score (3.49) about statement “comments help learners to comprehend strengths as well as weaknesses of assignments” indicates satisfaction about skill of many of the evaluators evaluating the assignments.

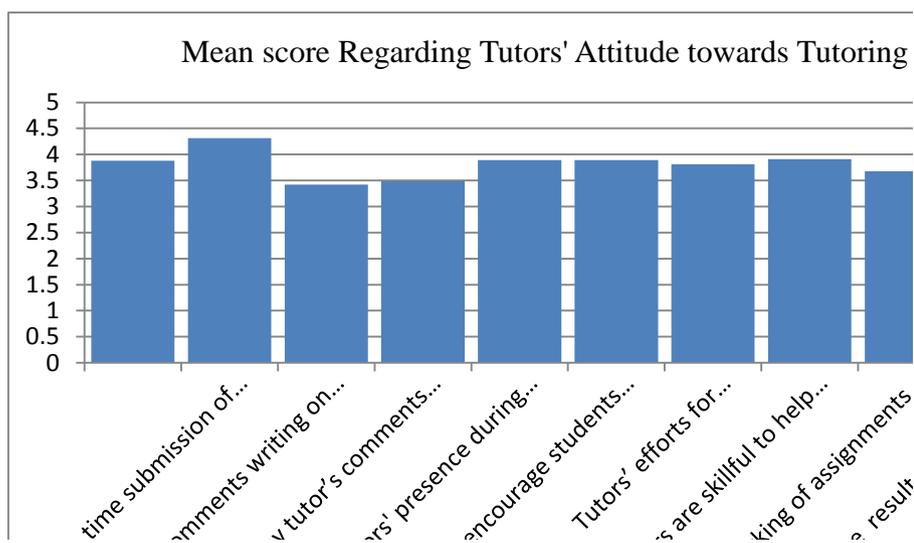


Figure-1: Mean Score

Tutorials are compulsory component of distance education system. Tutorials are a source of providing opportunity to distance learners for face-to-face interaction with their tutors. Mostly schedule of tutorials is given to tutors and learners at the start of semester. Tutors plan lectures or guiding activities for distance learners to help them in studies. Tutorials provide chances to learners for discussing their problems with tutors that guide tutors to have an idea about the level of attention each learner need as result of monitoring the pace of each learner. Absence of tutor or learner from tutorial meeting gives an indication that they are not considering the tutorials effective. Mean scores of findings 5, 6 and 7 (3.89, 3.89, and 3.81) of study support tutorials are to some extent effective in system of distance education. Tutors mostly attend tutorial meetings, encourage learners for studying and help them to solve their problems. The last two findings of the study are regarding tutor's role in monitoring of distance learners' success in assignments that are compulsory component of continuous assessment. These indicate that to some extent tutors mark assignments honestly

without effects of biasness or any other dishonest factors and submit the results of students to institution.

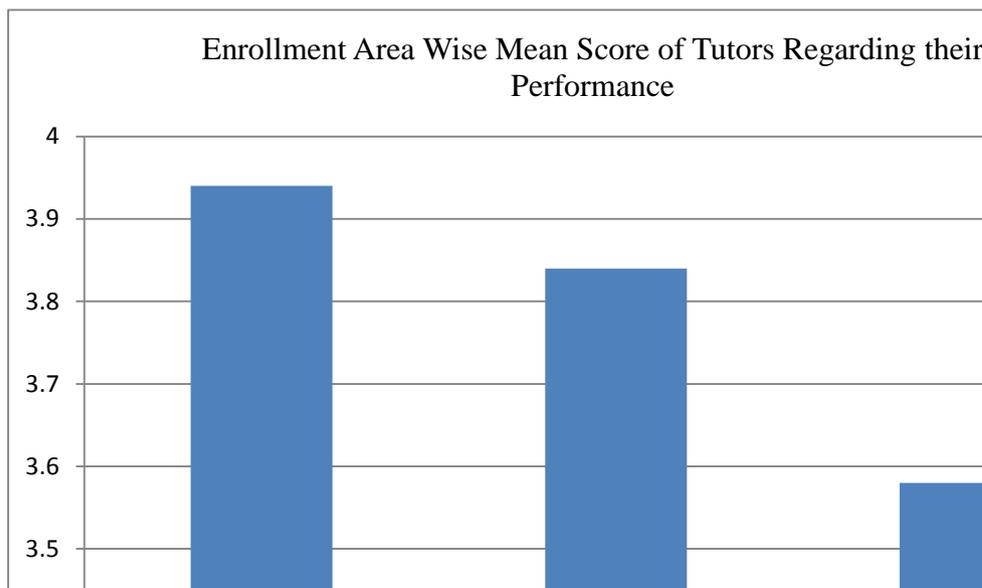


Figure-2: Area-wise Enrolment

Vigilant working of any institution has deep relationship with the repute of institution. Persons working in institution are a source of its rise or collapse. Consumers (students) always select educational institution for admission analyzing the quality teaching provided by the teachers working in institution. The same rule has been observed in the study for the case of role of tutors in distance education. For this purpose, relationship between students' rating about the performance of their tutors and rating of clusters based on admission rate in distance education courses was analyzed.

The figure-2 represented that tutors working in areas having rich enrollment were awarded best score by distance learners about performing their duties well (Mean=3.94). Score earned by tutors working in middle enrollment areas were on second (Mean=3.84). Score earned by tutors working in poor enrollment areas was poor than all (Mean=3.58). Overall, a trend of having relationship between enrollment rate and tutors' efforts to work with devotion was observed. The finding indicated an alarming message to administrators to focus attention on tutors because improving tutors can be a motive for improvement of best repute of the distance education institutions in the country.

Conclusions

1. Tutors are trying performing well in distance education process. Mostly they inform students about their tutorship, mark their assignments after receiving but many of the

tutors do not write comments on assignments that can help distance learners to elaborate weak parts of their assignments.

2. Mostly tutors are available to distance learners during tutorial meetings as according to schedules and show positive attitude to learners. They are skillful in motivating learners to study.
3. Mostly tutors do fair marking of assignments received from students and report results to the institute.
4. Tutors performance is much related to the enrollment rate of distance learners in some area. As well as enrollment rate increases, tutors become more responsible and dedicated in performing their duties.

Recommendations

1. Training workshops for training of tutors especially about the importance of their role in distance learning must be conducted especially in areas showing poor enrollment rate in distance education courses.
2. Training workshops must be arranged for all tutors working in distance education system regarding skill development for assignment marking rules in distance education.
3. All tutors need to be given a handout about the sample format of marking assignments at the time of appointment. Strict instructions should be given to tutors for writing comments to guide learners for improving their learning on assignment instead of ticking or crossing the responses.

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Critical Analysis of the Editorials of the New York Times & Dawn Regarding War on Terror

Ghulam Shabir*
Syed Shaukat Ali**
Azam Jan***

Abstract

The War against terrorism has in the recent years become an international concern with due to its growing magnitude and ability to affect the relationships amongst the nations. It is especially true for under developed countries that are dependent for aid from the western world. This research paper aims to study the treatment of the issue of war on terror by two leading English newspapers for a period of three months; The New York Times of the US and Daily Dawn of Pakistan. The editorials of these newspapers papers would deal with the issue in terms of both quantitative and qualitative data analysis.

Keywords: War against Terrorism, Role of Media, Dawn & New York Times, Editorials, Organizational Policy,

Introduction:

The Media role during peace and war time is instrumental in shaping the minds and morale of both the troops and the civilians. The concept of morale raising by positive inputs from the border is as old as humans have engaged in war campaigns against each other. After the onslaught by the Western media against the Muslim world in general and Pakistan in particular no option was left with the media of the third world countries other than to have a reconciliatory approach. On the issues of global concern especially War Against Terrorism, internationally recognized newspapers like Dawn and The New York Times, played an instrumental role not only in forming the public opinion but were also able to influence the opinion of educated masses in both countries , regarding the issue of War on Terror.

This research paper aims to evaluate the extent to which both these newspapers either supported or opposed state policies of the US and Pakistan. The tone of the newspapers is a reflection of the feelings of the leading newspaper editorials.

Hypotheses

- i. The New York Times is hesitant in opposing the Pentagon's policy on War on Terror.
- ii. Despite popular thinking media in the third world countries is more free to criticize the state policy than in the developing world.

* Department of Media Studies, The Islamia University of Bahawalpur, Email: drshabair@yahoo.com

** Department of Communication & Media Studies, Hazara University Mansehra, Pakistan

*** Department of Communication & Media Studies, Hazara University Mansehra, Pakistan

- iii. In the garb of press freedom, misleading, shaping and opinionating the public is the norm followed by the New York Times.
- iv. Media conglomerates in conjunction with the Government help to shape popular opinion and thus comparatively make it easier for the State Department to pursue its policies.

Methodology

This research paper is an effort to study the editorial contents of international dailies i.e. Dawn and The New York Times and also to investigate the approaches they have followed. This paper also investigates the extent to which these newspapers have either supported or opposed the policy of the Government on war and terror issue.

The paper tends to analyze the editorial contents of both the papers in relation to War on Terror during the period from April 1, 2011 to June 30, 2011. The time period selected is the climax in the saga of war against terrorism. It was the period when Osama Bin Laden, the key perpetrator behind the 9/11 attacks met his fate. On May 2, 2011 the US claimed that they have killed Osama Bin Laden in a military operation in Abbottabad, Pakistan.

The data collected from the editorials of the two newspapers of the study would be analyzed in terms of quantity and quality. To evaluate the contents of both the newspapers in terms of frequency, the number of editorials on “war against terrorism” published during the specified period was calculated. The editorials on the related topics like Al Qaeda, Taliban, Terrorism, anti-terrorist laws, and, the editorials on other subjects indirectly related to War on Terror were also selected as “unit of analysis.” In order to conduct the research more conveniently “coding sheets A and B” are constituted.

To find out the quality of the editorial contents of both the newspapers regarding War on Terror, the editorials were analyzed in terms of slant for supportive, unsupportive and neutral approaches to the policies of their respective Governments on the issue. As an editorial reflects the policy of the newspaper regarding an issue of national or international concern, so the editorials of Dawn of Pakistan and The New York Times of America were selected as unit of analysis, to search out, how and to what extent the newspapers think in line with their respective Governments on the much debated issue of terrorism. The contents of both the newspapers of the study were analyzed separately in terms of slant. Dawn’s slant is measured in terms of supportive, unsupportive or neutral approach towards the policy of the Government of Pakistan in relation to the issue of war against terrorism. Similarly the editorials of The New York Times have been analyzed to find out its supportive, unsupportive or neutral approach towards the US Government policy regarding the same issue.

Coding Sheet A: Quantitative analysis of the editorials of Dawn of Pakistan and The New York Times of USA on the issue relating to War on Terror during the period from 1st April 2011 to 30th June 2011.

Table-1: Monthly Editorials

Month	Newspaper	No. of Editorials
April	Dawn	09
	The New York Times	06
May	Dawn	15
	The New York Times	12
June	Dawn	08
	The New York Times	04

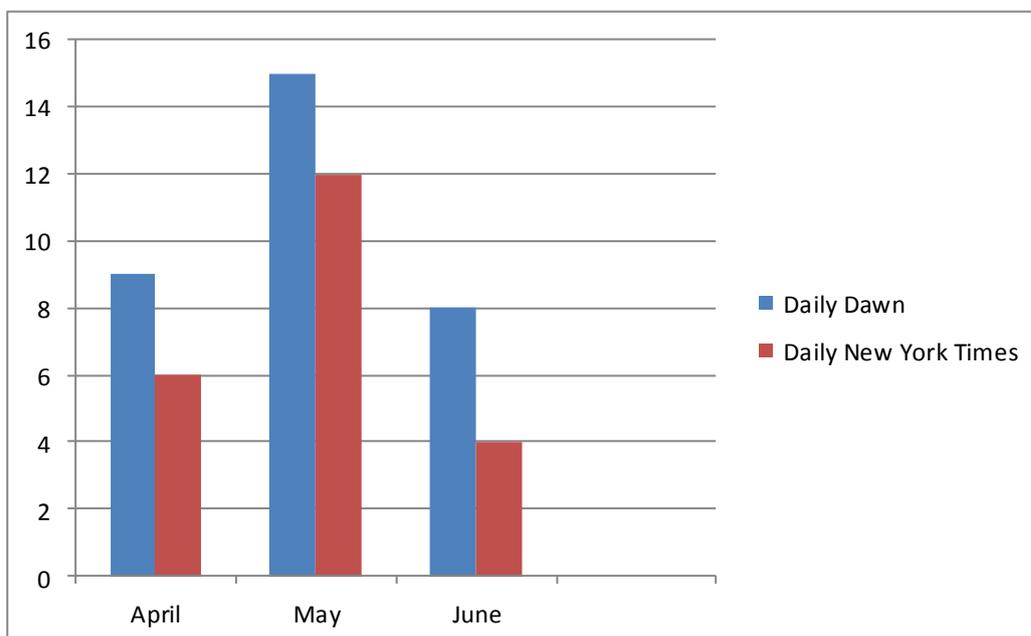


Fig -1: Comparison

According to the data shown in Figure-1; during the month of April Dawn published nine editorials while The New York Times has allotted space to six editorials on the issue of “war against terrorism”. In the month of May Dawn published 15 editorials on the issue of “War on Terror” while The New York Times had 12 editorials on the same issue. Similarly during the month of June the number of editorials appeared in the Dawn on the issue of war against terrorism were eight while The New York Times covered the issue in four editorials during the same time period.

The data of the “coding sheet A” reveals that Dawn of Pakistan published thirty two editorials in total on the issue relating to “War on Terror” during the entire time period (three months) of the research study, while The New York Times during the same time period covered the same issue twenty two times in its editorial contents. The findings categorically

reveal that Dawn allocated almost 25% more space to the issue of “War Against Terrorism” in the whole time period of the study than The New York Times. The difference in tackling the issue relating to war against terrorism by both the newspapers of the study may be attributed to their respective organizations policies. But one of the reasons that forced The New York Times lag behind Dawn in covering “War on Terror” is that, The New York Times normally is not published on Sundays.

Coding sheet B: Qualitative analysis of the editorials of Dawn of Pakistan and The New York Times of the US regarding the issue of war against terrorism during the period from 1st April 2011 to 30th June 2011.

Table-2: Editorials Comparison of April 2011

Month	Newspaper	Supportive of Pak.Govt.Policy	Unsupportive of Pak.Govt.Policy	Neutral	Other
April	Dawn	06	02	00	01
	The New York Times	Supportive of US.Govt.Policy 04	Unsupportive of US.Govt.Policy 01	Neutral 01	Other 01

Table-3: Editorials Comparison of May 2011

Month	Newspaper	Supportive of Pak.Govt.Policy	Unsupportive of Pak.Govt.Policy	Neutral	Other
May	Dawn	03	07	04	01
	The New York Times	Supportive of US.Govt.Policy 02	Unsupportive of US.Govt.Policy 04	Neutral 03	Other 03

Table-2: Editorials Comparison of June 2011

Month	Newspaper	Supportive of Pak.Govt.Policy	Unsupportive of Pak.Govt.Policy	Neutral	Other
June	Dawn	01	04	01	02
	The New York Times	Supportive of US.Govt.Policy 02	Unsupportive of US.Govt.Policy 00	Neutral 00	Other 01

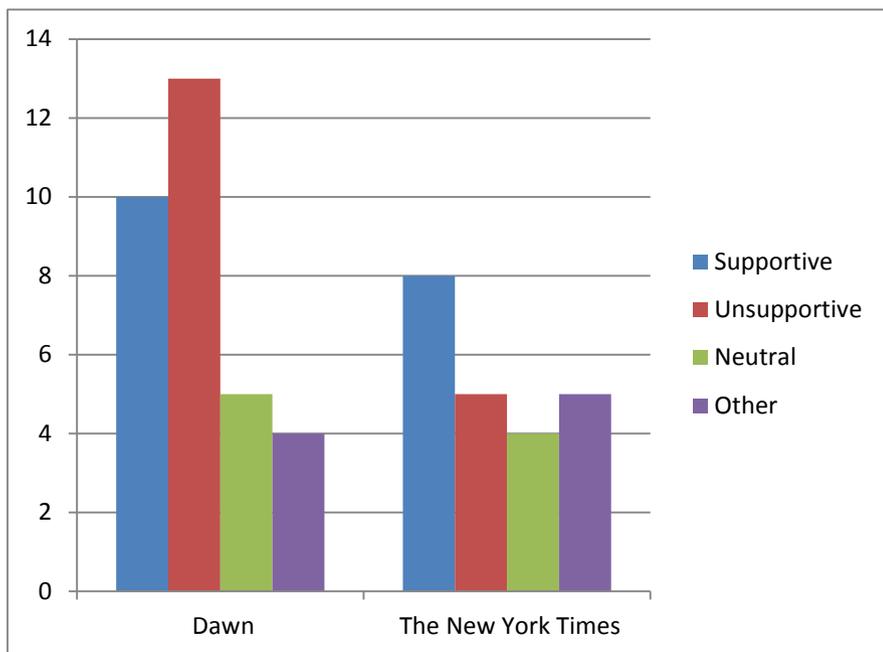


Figure-1: A comparative analysis of both the newspapers during the entire period of study

The aggregate analysis of Dawn and The New York Times during the time period from 1st April 2011 to 30th June 2011 as shown in figure B: 4 reveals that Dawn of Pakistan published thirty two (32) editorials in total on the issue relating to war against terrorism while The New York Times published twenty two (22) editorials in total on the same issue during the same time period. In Dawn the number of editorials that supported the Pakistani Government stance on the issue of war against terrorism during the entire time period of study was ten (10). The New York Times on the other hand published eight (8) editorials that supported the policies of the US Government in relation to War on Terror during the same time period. Similarly Dawn of Pakistan published thirteen (13) unsupportive editorials against the policies of the Government of Pakistan regarding the issue relating to terrorism and War on Terror during the specified period. of study. The New York Times on the other hand allocated space to five (05) unsupportive editorials against the policies of the American Government in relation to the same issue during the same time period. Likewise Dawn speared space to five (05) neutral editorials relating to War on Terror issue during the three months period of the study while The New York Times, during the same time period published four (04) neutral editorials on the same issue. In the same manner Dawn of Pakistan Published four (04) editorials in the category of other during the total time period of study regarding terrorism and War on Terror, while The New York Times had five (05) editorials in the category of other relating to the same issue during the same time period.

Discussion

The findings of the in-depth study of the editorials of Dawn of Pakistan and The New York Times of the USA, in relation to terrorism and War on Terror need to be discussed in the light of main hypothesis and key research question of the study. To test the hypothesis that is the opinions of both the newspapers differ on the issue of war against terrorism, the study revealed that both the papers look at the issue from different angles. Reflecting Pakistan's stance, Dawn in its editorials not only went against the US policies of drone attacks inside Pakistan but also representing the Pakistani Government stance and the sentiments of the people of Pakistan, the paper favored War on Terror to be restricted only to Afghanistan, besides it criticized the American demands of "do more." While The New York Times not only favored drone attacks inside Pakistan but also supported the US demand of do more.

The findings of the study can be applied in the same manner to test key research question of the study that is, are there any similarities in the approaches of both the newspapers in defining terrorism? The findings showed that both the newspapers approach in defining terrorism, particularly in relation to War on Terror was almost the same. However in situations involving Pakistani Taliban, the opinions of both the newspapers differed. The New York Times considered all Pakistani Taliban as terrorists, while Dawn did not. The results of the study indicated that Dawn supported Pakistani Government stance ten times in its editorials and went against it thirteen times during the entire study period. While The New York Times supported the US Government stance on the issue of War on Terror eight times and went against the American Government policies on the same issue only five times in its editorials during the same time period of the study. It means that The New York Times supported the US Government policies on war against terrorism, more than Dawn did it for Pakistani Government.

Conclusion

In the light of relevant data and subsequent analysis it has been concluded that in terms of quantity, Dawn of Pakistan published thirty two editorials in total on the issue regarding "War on Terror" during the entire period of the research study while The New York Times during the same time period allocated space to twenty two editorials on the same issue. The results of qualitative analysis of Dawn and The New York Times during the given time line of the study indicates that Dawn published ten editorials to support the point of view and stance of the Pakistani Government on war against terrorism. The New York Times, on the other hand published eight editorials in support of the policies of the US Government policy in relation with the War on Terror. Similarly, Dawn of Pakistan has prearranged a space to thirteen unsupportive editorials against the policies of the Government of Pakistan relating to the issue of terrorism and War on Terror during the period of the study. The New York Times on the other, allotted space to five unsupportive editorials against the policies of the American Government on the same issue during the same time period. The findings further indicated that Dawn of Pakistan published far more editorials against the policies of the Government of Pakistan relating to War on Terror issue during the period of the study than The New York Times had against the policies of the American Government on the same

issue during the same time period. The reason for this disparity in writing against their respective Government's policies on such an important issue of global effects may be attributed on the one hand to the degree of freedom of expression enjoyed by press in both the countries, and on the other, to the sense of responsibility exhibited by both the newspapers in dealing with sensitive issues of their respective national concerns. As long as freedom of expression is concerned both the newspapers enjoy a fair amount of freedom in message dissemination. It is however the sense of responsibility that differentiates The New York times from Dawn. The newspaper The New York Times of the US seemed more responsible in treating the most important issue of direct bearing on its national interests than Dawn of Pakistan. Likewise Dawn fixed a space to five neutral editorials relating to War on Terror issue during the three months period of the study. While The New York Times during the same time period published four neutral editorials on the same issue. It indicated that both the newspapers adopted the policy of having somehow same level of neutral approach to the issue.

The research was undertaken in view of its relevance with framing theory of media. Some of the aspects of the September 11, 2001 event were kept concealed, while only one side was focused for publicizing that is, linking Al Qaeda's involvement in the attacks, and subsequent war against Al Qaeda (war against terrorism). The study indicates that as soon as the news of Osama's killing was broken, the tones of the newspapers in dealing with the issue of "war against terrorism" got changed. Hence the change in the tone of the editorials of both the newspapers after the death of Al Qaeda's leader signified the functioning of media framing theory regarding War on Terror. The vaguely framed issue of terrorism and War on Terror was seen and analyzed in view of the two internationally reputed newspapers of two different countries that is, Pakistan and the USA. The findings of this research study exposed the strength and weaknesses of the press in the two countries in dealing with a sensitive and controversial issue like war against terrorism.

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Gender Comparison of Administrative Skills at Secondary Schools Level

Naveed Sultana*

Abstract

The main purpose of this study was to examine the administrative skills of male and female heads of secondary school and to compare their skills for running the institutions. Survey technique was used during this descriptive study. Two hundred teachers of Government secondary schools were selected randomly as the sample of this study. The objectives of the study were, (1) to examine the administrative abilities of secondary schools heads (2) To point out the acceptable criteria of professional behavior of secondary schools heads. (3) To compare the teachers' perceptions about the administrative skills of male and female secondary schools heads. For the collection of data, questionnaire on three point scale was developed. For analyzing the data T-test was used as statistical instrument. On the basis of analysis it was concluded that: (1) majority of respondents agreed that the schools heads of both categories were lacking in effective administration. (2) They did not perform their professional behaviour which was necessary for running the institution successfully (3) Heads were not properly trained in communication, motivation, and decision making skills as these are key elements of successful administration. (4) Overall female heads were not sound in performing their administrative skills.

Keywords: Gender, Administrative skills, Secondary Education

Introduction

Institutional administration is the yard stick which measures the success of institutions as well as teachers. If the institutional administration is effective for optimum utilization of institutional resources then the quality performance of institution will be ensured. It is an established theory that proper administrative ways ensure the full utilization of human, physical and financial resources of school. Hence the study was focused to examine the administrative skills of school heads and their impact on the performance of teachers and achievements of the students. Administrative skills of school head may be conceived as independent variables which directly affect various work outcomes of the teachers both positively like productivity, satisfaction and motivation, and negatively like quarreling with each other, low performance and tension among the teachers. Basically, high levels of job performance are predicted when there is a match between the growth needs of an individual, a measure of an employee's desire to obtain growth satisfaction from his/her work, and the motivating characteristics of the jobs being performed.

Looking at the educational scenario in Pakistan it may be observed that teacher, the main agent of change through education, undergoes so many strains and stresses during the discharge of his/her sacred duties. Administrative way of school head is one of the factors that explicitly or implicitly influence the level of performance of the teachers. Overall this

* Associate Professor, Faculty of Education, AIOU Islamabad

study may help to know the significant role of administrators and make them well conversant about the philosophy of be, know and do as a head. Schools heads as the leaders are responsible to make the education system workable in their institutions. During their headship, different skills are needed to do the work, and on the basis of the outcomes of their work, their success is judged. Through this study they may be able to acquaint themselves how to run school effectively and successfully.

Objectives of the Study

This study was designed to achieve following objectives:

1. To examine the administrative abilities of secondary schools heads.
2. To point out the acceptable criteria of professional behavior of secondary schools heads.
3. To compare the teachers' perceptions about the administrative skills of male and female secondary schools heads.

Review of Literature

Secondary level of education is known as backbone of the educational system and this system is given more emphasized as it prepares the young generation for practical life in all dimensions. But the whole process of secondary education needs disciplines and without it everything in system will be at sixes and sevens. A good administrator can maintain discipline in all the spheres of system. Whereas the other requirements of the school are concerned, a good administrator is also part and parcel for the school, and without the involvement of school administrator, we are unable to achieve our targets of education system. According to Mohanty (1990, p.15) educational administration is always concerned with management of things as well as human relationship. So educational administration has to take a number of functions like planning, organizing, directing a motivating, controlling, coordinating, decision making, evaluating, recording and resorting etc, in order to make the educational process more effective.

Chowdhury (2000) stated that the 21st century organizations success will depend on the effective use of talented people. Education is also an organization. So there is a need to satisfy the needs of talented people, use them effectively and create productive environment for them. People create an organization and people can destroy it. Precisely, the driving force behind the 21st century origination will be its people. So effectiveness of the educational institutional may be secured while focusing the key dynamics, such as administration, resources, leadership, motivation, communication, decision making, job satisfaction, performance of teachers and their professional development etc. Sigford (2006) stated that the 21st century administrator has to perform more complex job responsibilities than ever before. Griffin (2000) pointed out the most important managerial skills of educational administrator or head such as, technical, interpersonal, conceptual, diagnostic, communication, decision making and time management skills.

For meeting the challenges of 21st century there is a need to revise the objectives of every institution, because objectives will enable us to consonant our education system with global standards. Mullins (2005) described that all educational institutions need clear aims and objectives which will determine the nature of inputs, the series of activities to achieve outputs and the realization of institutional efforts. Feedback about the performance of the system and effects of its operation on environment, are measured in terms of achieving the aims and objectives. So the administration of any institution may focus on design of a suitable structure, clarification of objectives, planning, organizing, directing and control, essential financial, legal, personal and administrative functions.

Institutional performance is the key element for ranking and comparing the institution with other institutions. According to the Torrington (2005) there was time when performance was seen primarily in terms of individual motivation and performance.

Within the institution individual performance may be increased through his/her motivation. Successful institution always concentrates on individual motivation and performance. Stalker (2003) argued that successful institutions are those that have the ability to balance the needs of their employees with the needs of the institution. Such institutions use a simple formula of caring, communicating, listening, knowing and rewarding. Mullins (2005) also pointed out that following expectations of individuals from the institution or administration of the institution: (1) provision of safe and hygienic working environment (2) reasonable effort to provide job security (3) job satisfaction (4) equitable human resources management policies and procedures (5) participation of staff in decisions (6) reward all staff fairly (7) equal and reasonable opportunities for professional development (8) respect of the staff (9) considerate attitude towards personal problems of staff (10) proper guidance of the staff. McCaffery (2004) describes four essential prerequisites to become an effective institutional head; knowing yourself, knowing your institutional knowing your environment and knowing your staff.

Administrative skills of school head may be conceived as independent variables which directly affect various work outcomes of the teachers both positively like productivity, satisfaction and motivation, and negatively like quarreling with each other, low performance and tension among the teachers. Hence Whetlen and Cameron (1995) highlighted advanced leadership skills of institutional administrator, such as delegating, managing conflict, negotiations, problem solving, improving creativity, diagnosing performance problems in individuals, groups and institution, team building for work team; development planning, credibility, coaching and empowerment.

Stalker (2003) argued that successful institutions are those that have the ability to balance the needs of their employees with the needs of the institution. Such institutions use a simple formula of caring, communicating, listening, knowing and rewarding. According to the Torrington (2005) there was time when performance was seen primarily in terms of individual motivation and performance. Landin, Paul and Christensen (2001) supported this

if any administrator wants people to do good job, give them a good job to do because these individuals are key factor of institutional performance. Therefore male and female administrators are equally contributing to work successfully in different fields of life effectively as well as to run schools. The existing study was supposed to analyze the performance of male and female administrators at secondary education. Secondary education is divided into two categories, (a) a male secondary school where administrator is male. (b) Female secondary school where administrator is female both categories were equally involved to run their schools. Hence an evaluation and comparison of administrative skills of male and female administrators was quite necessary to improve the performance of administrators. According to Bhatta (1990) headmaster/ headmistress of secondary school is responsible for institutional planning, organization, management of institutional process evaluation of curricular and co-curricular strategies depend to a large extent on the dynamic role, he/ she plays in the institution, which in turn is influenced by the experience, training and interaction with staff and students.

Although there are no significant differences between men and women once they reach the level of senior administrator. Both men and women are capable with having the potentials for effective management. Through the results of this study regarding the gender comparison of administrative skills of secondary schools' heads, following findings have been drawn: The study was designed for the comparison of administrative skills of male and female heads of secondary school. Overall secondary schools' heads of both categories need to examine their administrative ways for running the schools successfully.

Research Methodology

The study was designed for the comparison of administrative skills of male and female heads of secondary school. The nature of study was descriptive and for examining the objectives of the study survey technique was used. Targeted population of the study was secondary school teachers of public male and female schools. Territory Islamabad was focused for this study. For sample of the study five Government girls secondary schools and five Government boys' secondary schools were selected randomly. From every sampled school, ten teachers make total sample of two hundred teachers (100 male and 100 female) secondary school teachers were selected randomly. As study was spread over two categories of administrators male and female; therefore, for developing the questionnaire as research instrument of this study, administrative skills of heads of male and female secondary schools were focused to get the opinion of the teachers as the respondents of this study. The main focus of the study was to compare the administrative skills of male and female secondary schools heads, so for analyzing the responses of sampled teachers t-test as statistical formula was used.

1. Table showed that there is significant difference between male and female Secondary Schools heads' performance in stating the objectives of institution. Hence with compare to male heads, objectives of institution were not clearly stated by female Secondary Schools heads.

2. Table depicted that teachers were not encouraged to contribute in decision making regarding school matters. From this analysis it was inferred that male and female secondary schools did not involve their teachers in decision making process. But to some extent females secondary schools teachers were encouraged in decision making process.

Table-1: Data Analysis

Statements	Gender	N	Mean	SD	T-Value	Sig (2 tailed)
1. Objectives of institution are clearly stated.	Male	100	2.61	.634	8.732	.000
	Female	100	1.87	.562		
2. Teachers are encouraged to contribute in decision making regarding school matters.	Male	100	1.57	.742	-.357	.721
	Female	100	1.61	.840		
3. School environment is equally friendly for all teachers to perform their duties effectively.	Male	100	1.65	.642	-1.345	.180
	Female	100	1.79	.820		
4. Hard work and excellent performance is rewarded properly.	Male	100	2.17	.877	-.931	.353
	Female	100	2.28	.792		
5. Conflicts among teachers are resolved fairly.	Male	100	1.84	.677	.661	.510
	Female	100	1.77	.815		
6. Teachers are divided into groups and they waste their time and energy in criticizing and quarrelling.	Male	100	2.36	.704	.648	.518
	Female	100	2.29	.820		
7. There is threat of adverse remarks of head on Annual Confidential Report (ACR) of teachers.	Male	100	1.92	.706	-1.560	.120
	Female	100	2.09	.830		
8. Head guides the teachers to improve their teaching.	Male	100	2.20	.711	1.684	.094
	Female	100	2.03	.717		
9. Head ensures all educational facilities are provided to the all teachers.	Male	100	2.11	.751	1.535	.126
	Female	100	1.94	.814		
10. Head's communication skills are effective.	Male	100	1.78	.799	-1.055	.293
	Female	100	1.90	.810		
11. Teachers do not feel any difficulty to discuss their problems with head.	Male	100	2.16	.801	2.255	.025
	Female	100	1.91	.767		
12. Head's administrative style is democratic.	Male	100	2.07	.782	1.221	.223
	Female	100	1.94	.722		
13. Equal chances of professional development are provided to	Male	100	1.70	.798	.180	.858
	Female	100	1.68	.777		

	all teachers.						
14.	Heads needs to examine his/her administrative skills for improving the performance.	Male	100	2.73	.446	-.414	.679
		Female	100	2.76	.571		
15.	Head needs the professional training for improving his/her administrative performance.	Male	100	2.81	.394	1.185	.237
		Female	100	2.73	.548		

df = 2 at 0.05, table value 4.303

3. A large number of respondents of the both groups of respondents disagreed that school environment was equally friendly for all teachers to perform their duties effectively.
4. Majority of the respondents from both group male and female secondary schools teachers agreed that hard work and excellent performance was rewarded properly. But there was significant difference between the male and female heads administrative skill.
5. Majority of respondents from male and female secondary schools teachers were of the opinion that conflicts among teaches were not resolved fairly. But there was a difference between the views of male and female secondary schools teachers.
6. A large number of the respondents of both groups were agreed that teachers were divided into groups and they wasted their time and energy in criticizing and quarrelling with each other. Hence comparatively secondary schools male heads were more responsible as data analysis showed.
7. It is concluded that there was threat of adverse remarks of head on annual confidential report (ACR) of teachers” was accepted by both groups of the teachers. Hence female teachers were comparatively more in threat.
8. Majority of respondents of both groups were of the opinion that heads guided the teachers to improve their teaching. But there was significant difference between male and female heads administrative skills. Even so A reasonable number of male teachers agreed that their heads ensured all educational facilities were provided to the all teaches. But female teachers were not fully agreed with it. Hence it was concluded that there was significant difference between male and female secondary schools heads’ administrative skills.
9. Both groups of respondents agreed that heads’ communication skills were not effective. Hence there was significant difference between male and female heads’ administrative skills. In the same way, Majority of respondents of male secondary schools teachers opined that they did not feel any difficulty to discuss their problems with their heads. But female teachers were not fully agreed with it. Similarly, A large number of female

secondary schools teachers disagreed that their heads' administrative style was democratic but male heads were comparatively democratic.

10. This analysis showed that majority of the respondents of both groups rejected this statement that "equal chances of professional development are provided to all teachers." Likewise, Majority of the respondents of both groups male and female secondary schools teachers were of the opinion that their heads needed to examine their administrative skills for improving their performance.
11. It is concluded that both categories of head teachers need professional training but female head teachers comparatively need more training. Overall by concluding this analysis regarding the comparison of male and female heads administrative skills, nine statements out of fifteen showed that female head teachers were lacking in administrative skills. While remaining six statements highlighted the deficiency of male head teachers in their administrative skills. Although analysis of this questionnaire shows that both categories of the head teachers were not excellent in their administrative skills required for running the institution effectively, efficiently and successfully. But the performance of female head teachers was more questionable.

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Use of Short Stories as a Tool of Teaching Reading in English as Foreign Language

Aziz Ahmad*

Abstract

In recent past, the relationship between Literature and English Language Teaching was taken as an uncomfortable marriage. However, many linguists like Collie, J. and S. Slater (1987), Hall, (2005) and Paran, (2008) have recently supported the inclusion of Literature in language teaching classroom. This paper dilates upon the use of short stories as an effective tool for teaching basic language skills particularly the reading skills. The use of short stories in language teaching and learning gives it a holistic approach. Short stories are a unique literary genre which has a compact structure and can be used in language teaching very effectively because of their readability in a limited class time. Short stories offer authentic reading materials which give the language learners an opportunity to interact with the text emotionally and involve themselves personally. The element of human interest in short stories motivates the learners to respond the universal themes and other human experiences in their own way. Short stories are available for the learners of all age groups and for all levels of proficiency. English language teachers should select the stories carefully, keeping in view the linguistic and conceptual level of the learners.

Keywords: Short Stories, Language Teaching, Reading Skill, Activities, Authentic Material

Introduction

The role of literature as a basic component and source of authentic text for teaching Reading in English language classes has been gaining attention for the last two decades. Collie and Slater (1987) supported the idea of using literature in English language classroom because it provides valuable authentic reading material, persuades learners to develop personal involvement and helps them to understand foreign culture as well as the niceties of language. "In sixties and seventies, in fact, there was a distinct reaction against the use of any literary English at all in the classroom, but the pendulum has swung the other way..." (Hill 1994). Bradford Arthur (1968) advocates introduction of literature as a potent source of teaching language structure, vocabulary and culture. The role of literature in general and short story in particular as a tool for teaching Reading in EFL classes have been the topic of heated discussion over the past few years. Many linguists have put forward very excellent arguments for the use of short stories in the curriculum of Reading in EFL class.

Why a short story is the most suitable tool?

Stories are as ancient as humankind itself. In real life people read short stories extensively for variety of purposes. Fairy tales, folk tales, fables and short stories have always been used

* Assistant Professor Govt. Sadiq Egerton College, Bahawalpur, Pakistan, currently working with ELCY of Yanbu Industrial College, KSA.

as a vehicle for developing understanding of centuries old wisdom of mankind, for entertaining and instructing the people because of their distinctive pattern and narrative elements. Edgar Allan Poe's definition of short story gives us an answer to the question of why short story is the most suitable literary genre to be used in EFL classes. He defines it "as a narrative that can be read at one sitting of from one-half hour to two hours, and is limited to 'a certain unique or a single effect,' to which every detail is subordinate" (Abrams 1970). Short story usually has single plot with little description of setting and aims at giving a single effect. It is easy for the learners of foreign language to follow the story. The moment student's start reading a short story, they begin to inhabit the text and develop curiosity to find what happens next. They develop a sort of affiliation with some of the characters and share their emotional responses. Short story initiates an inner monologue in the students. They talk to themselves about the story they read and predict about the final outcome of the events narrated in the story. In this way, short stories spark critical thinking among the students. In addition to it, short stories have sequential and cumulative pattern, that make them an excellent medium for teaching Reading in EFL class. According to Wright (2003), "in using stories in language teaching we are using something much bigger and more important than language teaching". Garvie (1990) describes story as an excellent tool for language learning. The short stories can wonderfully be used in the classroom in a variety of ways and create excitement in a classroom by bringing a change in routine teaching. Stories are not only considered helpful in learning first language but can also play an important role in learning foreign language.

Reading short stories is a pleasant activity. Stories deal with intrinsically interesting topics and themes and treat these themes in ways designed to engage the attention of the readers. The themes presented in short stories are universal like death, love, revenge, eternity, separation etc. They talk about common experiences irrespective of time and place. When students read a story, they are intellectually and emotionally involved into the fictional world of the short story and a peculiar kind of interaction takes place between them and the story. This interaction is very crucial in language learning.

The Advantages of Using Short Stories in Teaching Reading in EFL Class

In English language class in general and Reading class in particular, short stories are used to encourage the learners to use what they had already learnt. Short stories are an excellent resource for learning not only language but also observing and feeling real life. In short stories, characters act and behave like real people. They carry out daily life routine matters in a diverse ways and express their feelings and emotions in a variety of registers and tones. Lifelike situation in stories make reading a pleasurable activity.

The inclusion of short fiction in the EFL Reading curriculum offers the following educational benefits (Arioğul 2001);

- Short stories make the students' reading task easier as compared to the other literary genres.

- Short stories enlarge the readers' worldviews about different cultures by providing them creative and challenging texts.
- Short stories offer a world of wonders and a world of mystery which motivate learners to read a lot and reap maximum linguistic benefits from authentic literary material.
- gives students the chance to use their creativity,
- Short stories sharpen the critical faculties of the learners and give them insight in understanding and solving real life problems.
- Short stories help students coming from various backgrounds to communicate with each other because of its universal language.
- Short stories encourage the students to go beyond the surface meaning and dive into underlying meanings.

In short, a short story can be a very helpful tool in teaching Reading in foreign language classes. Important features of short story, which make them very important tool, are their being universal in appeal, short in length and easier in reading. Moreover, short story, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage 1987).

Criteria for Choosing the Short Stories in EFL Classes

While selecting short stories for Reading in an English language class, the language teacher must take into account level of the students, their needs, interests, motivation, and cultural background. Stories about real life experiences, emotions or dreams of the students should be the prime choice for inclusion in the Reading curriculum. Hill (1994) lays down the basic criteria for choosing a short story as follows:

- The needs and abilities of the students.
- The linguistic and stylistic level of the text.
- The amount of background information required for a true appreciation of the material.

Allegorical, modernist and post-modernist short stories may be difficult for students to understand. Such stories should be avoided. Students may not be able to understand the psychological ambiguities/ complexities in them, and may get bored. A short story should be relevant to his age group experience or the events of a day, or the revelation of a character or characters. Abrams (1970) classifies short-stories into two kinds as "story of incident" and "story of character". Stories of incident usually focus on the course and final outcome of the events whereas stories of character dilate upon the motivations and thinking pattern of character, or reveal his moral strength. Of these two, story of incident is more suitable for English language classes because it is likely to spark the curiosity of the students about the ultimate outcome of the events. This curiosity will push them to read and finish the story in one sitting. So, the teacher must choose stories which can be followed by students easily. The short stories with slangs, archaic, excessive foreign words, and farfetched historical or literary allusions must be avoided. Similarly, stories having lengthy and complex sentence

structures should also be excluded. Simplified stories especially with graded vocabulary are best to be used as a reading material. Jeremy Harmer supports simplified books as extensive reading materials, claiming that “Such books succeed because the writers or adaptors work within specific lists of allowed words and grammar. This means that students at the appropriate level can read them with ease and confidence. At their best such books, despite the limitations on language, can speak to the reader through the creation of atmosphere and/or compelling plot lines” (Harmer 2001).

How to Use Short Stories As a Reading Tool Effectively?

Teaching short stories in EFL class is an interesting but a challenging job for a teacher. Short stories are compact and condensed literary texts that demand a very systematic teaching strategy in the class. In regard to stories, we must be very clear in our minds that it is a story itself which is most important. The main purpose should be developing emotional response toward the story by entering into the fictional world of story and comprehending it. It would be a blunder to overload it with too many activities. A living story should not be taken a dead specimen for dissection. A six steps strategy is proposed to help teachers of Reading for making reading a pleasurable, rewarding and learning activity. The proposed strategy is as under:

- Pre-reading activities
- Silent reading
- Developing a story map
- Comparison and contrast
- Writing personal response
- Theme/Moral lesson

Pre-Reading Activities

The basic aim of pre-reading activities is to stimulate and agitate the minds of learners and exploit their previous knowledge about the title of the story. This activity is very helpful in establishing a relationship between the main theme of the story and learners’ world of knowledge. This relationship helps the learners to understand the real world and its problems. In pre-reading activities effort is made to attract the attention of the learners which help them to develop their personal involvement.

The students should be assigned the short story at least one day before the classroom teaching. This will give them enough time to concentrate on the structural meanings of the story. In the opinion of Rivers and Temperley (1978) “understanding structural meaning is, of course, a prerequisite to penetrating any text”. Moreover, it is essential because every student has a different reading and understanding speed. If students are given enough time to read the text beforehand, they will be able to understand the surface meanings or, at least, main idea of the story before classroom teaching. The students may be asked to scan for headings, sub-titles, pictures and captions before reading the text in length. They should skim the whole story and make list or highlight new vocabulary words and try to figure out what kind of text it is (humorous, factual, opinion or fiction).

Interactive Reading/Silent Reading

As regard teaching strategy, a teacher has two options: He may conduct an interactive reading by using the interactive guide questions or may ask students to read the story silently in the class followed by discussion. He may use the quiz to assess comprehension level of the students. Both kinds of reading should be done in bits.

Silent reading provides the students an opportunity to interact with the world of story and develop their emotional, cognitive, and intellectual involvement with the schemata of the story. They try to compare the idea of the author with their own ideas. If there are some difficult words, or alien expressions, which are hard to understand, the teacher must elaborate them before starting silent reading. This will ignite in them an inner dialogue and make the silent reading more effective. Some students may not respond to silent reading rather they may prefer to understand the story through an in-class interactive reading. The teacher should adopt the method keeping in view the capacity of students. However, reading must be done in bits i.e. paragraph by paragraph.

Developing a Story Map

After the silent reading of the story, the teacher should draw a story map with the help of students. This will help the students to resolve their vagueness and enhance their understanding of the various components of the story. No matter how the students try, there are always some complexities or ambiguities which make the story difficult for them to understand. A story map splits up the story into various components i.e. title, setting, events leading to the resolution of conflict and moral lessons. The teacher should draw a story map with the active participation of students. For this purpose the teacher can use different techniques. He may ask the students to make a story by random inputs or make connections between different set of pictures. This practice will encourage the students to infer meanings from the text and sharpen their reading and speaking skills.

Comparison and Contrast

Comparing and contrasting the story with any other story written on a similar theme is also a useful activity. It leads to an interesting discussion in which students try to identify similarities and differences by comparing it with the story under discussion. They can find out same traits in different characters or different responses of some characters in same situation. Students may also be encouraged to compare the present narrative with any of their past experience or drawing parallels with real life incidents happening around them. Newspaper reports may also help students in this regard. This activity may also inspires students to develop intercultural communication as they compare their culture, values and beliefs with the cultural notions of the story, which are usually alien for them.

Writing Personal Response

This activity provides the students an opportunity to relate the problems or themes discussed in the story to their real life experiences. They try to assess whether an act of the character is done with good intention or has a malicious intention in it. For what reasons some sincere

act of a character is misunderstood. What are the feelings of a person when something done by him with good intention gives bad results or an action of a person is misinterpreted by his near and dear ones? This activity strengthens the thinking faculty of the students.

In order to develop the creative writing skill of the students, the teacher should engage his students in creative manipulation of stories by changing the ending of the story, combining two stories into one, or re-setting the order of events in the story. They may be asked to rewrite story from their own cultural perspective or transform stories into plays. But above all is to retell the story in their own way. It is retelling of the story that exposes students to the language of story and they consequently feel themselves confident about using it.

Theme/Moral Lesson

Stories are usually based on some moral principles. These moral principles are actually fruit of the collective wisdom of mankind. These moral principles are essential to be learnt as they make our lives worth living. Teachers should always ask questions about the moral lessons which students learn after reading the story. This practice will inculcate in them the moral principles which are essential to make them good human beings and good citizens.

The Project and Subjects

This research is a descriptive case study. It aims at getting the opinions of students about the effectiveness of using short stories as a tool for teaching Reading in EFL class as compared to information based text already being used in the ELC of Yanbu Industrial College. Based on the distinguishing characteristics of this research type, it is possible to say that case study is a research method which departs from the questions of 'how' and 'why', and which makes it possible to examine a phenomenon or incident thoroughly that cannot be controlled by the researcher (Yildirim & Simsek, 2005). The questionnaire using a five point Likert scale was used to gauge students' attitude toward short story and its effectiveness as tool for teaching Reading in EFL class.

The project was a small scale research based on the classroom teaching with English reading class in which there were 25 students studying English Reading (ENG 002) in second semester of their preparatory year program at Yanbu Industrial College, KSA. The student range in age was from 19-23. Their English proficiency level was of lower intermediate level. This project stretched over the period of four weeks with five contact hours in a week.

Last year, the English Language Center of Yanbu Industrial College decided to change intensive English reading curricula of the preparatory year classes from information based text to literature based text and the best choice was short stories. The curriculum committee of the English Language Center realized that short story has a greater chance of being used in its entirety in a non-literary language classroom than any other literary genre. The purpose of the change of reading curricula was not to introduce students to literature but to use short stories in a thoughtful and purposeful language learning process. This project was a part of the process of revamping the curricula.

In this project an attempt was made to assess:

- the pedagogical value of short story in a reading class of EFL.
- the enhanced comprehension level of students reading short story as compared to their comprehension level of information based text.

Following short stories were selected to be used in this project.

- Thank you Ma'm by Langston Hughes
- The Story of an Hour by Kate Chopin
- A Day's Wait by Ernest Hemingway
- The Gift of the Magi by O, Henery
- The Necklace by Guy de Maupassant

The whole class was taken as a target group. These students were already exposed to information based text. So this was an ideal group to assess the pedagogical value of short story. The photo copies of these stories were handed over to the students one day before the classroom teaching. They were instructed just to go through the text before next class just to have an idea of the story. In this paper the teaching strategy of "Thank you Ma'm" by Langston Hughes has only been discussed to establish the effectiveness of short stories as a potent tool in teaching reading in EFL class.

Pre-Reading Activity

In pre-reading activity students were asked following questions to stimulate their minds and exploit their background knowledge about that topic. These questions also helped me to assess if the students have already gone through "Thank you Ma'm" at their homes.

What do they think about the title of the story?

When do we say, "thank you" to someone?

What kind of woman is usually called "Ma'm"?

How many characters are there in the story?

What was the woman carrying?

What was the time when Roger met with Mrs. Luella Bates?

This activity was done in 30 minutes. All answers were accepted; however, students were occasionally asked to substantiate their answers with some supporting details from the text.

Silent/ Interactive Reading

Silent reading is a strategy which places responsibility on the students for constructing their own meaning from the text. While in interactive reading teachers or students read the story, stopping frequently to change readers and to make students summarize, predict, make connections, make judgments, ask for clarification and make inference. I used interactive reading methodology and it was completed in three classes. The following framework was followed:

At the end of paragraph/paragraphs discussion was done on the following questions about prediction, making connections, making judgments, asking for clarification and making inference.

Paragraph (1)

Choose the five most important events of the story.

Predict what will happen next. (All answers were accepted.)

What would have been your reaction if you were in place of Roger?

What is the significance of the time of incident?

Paragraph (2)

Does any point need clarification?

What is a pocketbook? Discuss it.

Paragraphs (3, 4&5)

Is the boy honest in what he says?

Was the woman's action of kicking and shaking the boy justified?

What would you do in a situation like this?

Paragraph (9)

Is the boy being honest now? If yes, why do you think so?

Paragraph (11)

What will the woman do next?

Paragraph (15)

What does the term "willow-wild," mean? Discuss it.

Paragraph (16)

What does she mean by "You ought to be my son. I would teach you right from wrong?"

Paragraph (20)

Can you infer anything about the marital status from the name of woman?

Predict what she will do to make the boy remember her in future?

Paragraph (21)

What can you infer from the paragraph about Mrs. Bates marital life, family life, and financial status?

Paragraph (24)

Why Roger did not run away when she loosened her grip?

Why did Roger wash his face?

Paragraph (28)

Is Roger now telling the truth? Give some evidence from the text.

Paragraph (30)

Was Mrs. Bates correct to predict that Roger was hungry?

Is Roger telling the truth about his need of blue suede shoes?

Paragraph (31)

What do you know about Mrs. Luella Bates Washington Jones?

Do you think Roger will ask her for blue suede shoes in future?"

Paragraph (34)

What do you think Mrs. Luella Bates will say next?

Paragraph (36)

What does she mean by "neither tells God, if he didn't already know"?"

Why did she feed him and make him comb his hair?

Paragraph (37)

Why Mrs. Luella Bates did not protect her purse when Roger was in her apartment?

Why did Roger want to be trusted?

What does it mean, "He did not trust the woman not to trust him?"

Paragraph (38)

Why did Mrs. Bates not have Roger work for his dinner by running an errand for her?

What difference would it make if Roger had somehow "earned" his supper? Why?

Paragraph (41)

What were the feelings of Roger when she called him "son"?"

Paragraph (42)

Clarify: "Shoes come by devilish like that will burn your feet."

What does she want (wish) from him?

Developing a Story Map

A story map was drawn with the help of information given by the students. Students participated in it very enthusiastically. This activity took one class: (see appendix i)

Comparison and Contrast

Students were asked to compare the two characters in the story. They were also asked to compare this story with any other story of a street crime reported in the newspaper of their locality. Who is the story really about? Roger or Mrs. Jones. How? This activity consumed one class. Comparing and contrasting was very helpful in generating lively discussion among the students.

Writing Personal Response

At the end of five days of teaching students were asked to write their response on any one of the following questions: This activity was assigned to them as a home work. Excellent responses were elicited from the students, which were reflection of their level of interest in the story.

How would you like to be treated if you were caught in the same situation?

Have you ever tried to read someone's face? Give an example from your life.

Are you surprised with Mrs. Jones' reaction?

Why or why not?

Why did she not invite Roger to come back to see her? Write your point of view?

Write about a time when it was difficult for you to be honest or act with integrity.

How would you react if your purse or any other item was snatched by someone on the roadside?

Theme/Moral Lesson

Students were asked what lessons about life this story teaches them. There were many answers. Some of them are given as under.

Kindness and trust can teach you a lot about life.

Forgiveness teaches much more than punishment.

Condemnation and hatred do not improve wrong behavior.

Treat others the way you want to be treated.

A knowledge-level quiz was conducted at the end of the reading of "Thank You Ma'm" to assess the comprehension level of the students.

Result and Discussion

The data obtained was carefully studied and analyzed. Short stories seemed to be an effective reading material in reading class of EFL. 96% Students considered information based text uninteresting, inflexible and boring. 83.5 % agreed that language used in information based text was far from real life English. On contrary to it, 80% of the students agreed that they enjoyed reading the short stories chosen for the purpose of research. Interestingly, none of the students strongly disagreed with the statement. Students found them easier to read and less demanding, which enabled them to take an active part in other co-curricular activities. Students also mentioned that the language of the stories was mostly manageable and therefore quite easy to understand like a movie.

An overwhelming 84% of students indicated that they would prefer to choose from the list of short stories that they have to read. Students also showed positive attitudes towards reading contemporary short stories which are written by native writers. A total of 80% of the students agreed and strongly agreed with the statement 'I enjoy reading texts about people from different countries and culture'. Although students showed preference for reading foreign texts, 72% agreed that English translations of Arabic stories would be more familiar

and easier to understand. The most popular topics among students were mystery or investigative stories and adventure stories filled with unexpected twists. Most of the students seemed to think that their lack of proficiency in English was the main obstacle in reading and enjoying short stories. A total of 86.4% of the students agreed and strongly agreed with the statement 'I would enjoy short stories more if I were good in English'. Language problems included unfamiliar words; phrases as well as archaic language used in short stories were difficult for them to understand and time consuming for them. Another problem faced by the students was in understanding the 'real' meaning or the message of the texts. A total of 70.9% students agreed that although they could understand the literal meanings of short story but they had problems in figuring out the underlying meanings. Only one student mentioned that he found some cultural elements unfamiliar and confusing.

Most of the students thought that background information concerning a text such as the author's life or the setting was vital for understanding a text. A total of 97% respondents agreed and strongly agreed that background information would make it easier for them to comprehend a text. A large majority of students also reacted positively towards using a variety of activities during reading short story lessons to reduce monotony and boredom in class. A total of 91% of the students agreed and strongly agreed with the statement 'I think students should be encouraged to give their opinions and views concerning the text'. Arab students are generally known for their examination-oriented approach, so perhaps it was not surprising to find that 58.2% of the students admitted that they do not read short stories just for pleasure rather they study short stories to enable them to do well in examinations.

Conclusion

In this paper, I have tried to suggest that short story can play an important role in English language teaching programs. Short stories are the best literary text that can be effectively used in Reading class. It motivates the students to participate in the class actively. It enables them to discover for themselves what is significant in the story. A better selection of short stories is the best way to motivate students in Reading class of EFL. The most important criterion in text selection is probably students' interest and their level of proficiency in English language. It never means that the texts should only be about teenagers' issues. Students' response suggests that they would like to read stories about adventure, mysteries and life experiences. As students come from different backgrounds, interests and abilities, the best option is to choose texts which vary in terms of topics and language level. Data from this study suggests that students were generally satisfied with the short stories as reading material in EFL class. Using a variety of attractive teaching strategies in EFL class is also a way to enhance students' interests in reading. Teaching frame work used by me in the reading class of EFL proved very effective. However, teachers should also use other innovative activities which may be useful in encouraging the students to express their response and use critical thinking skills.

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Effects of Teacher and Peer Feedback on Students' Writing at Secondary Level

Mamuna Ghani*
Tahira Asgher**

Abstract

This research investigates the effectiveness of peer feedback and teacher feedback on the written performance of the students and also examines students' attitude towards peer feedback and teacher feedback. Data was collected from five different government schools by using a survey questionnaire, students' pre-test and post-test, and students' written remarks about the whole experimental feedback activity from the sample including 100 students studying at secondary level in Bahawalpur. The results showed that students have positive attitudes towards teacher feedback and peer feedback, and this activity helped them improve their performance. Teacher feedback and peer feedback provides an effective way of learning to the students.

Keywords: Peer Feedback, Secondary Education, Writing Skill, Speaking Abilities, First Language, Communicative Language

Introduction

A lot of emphasis is paid on developing listening and speaking abilities as compared to writing skills. Writing instructions are generally overlooked. In Pakistan, students are not provided with enough input of foreign language as English is not our first language and our environment does not offer such exposure. As a result teachers and students have to work hard to abridge this gap. Like other skills, teaching writing is an important skill that must be acquired by the ESL learners and teachers should also strive for a better method to teach English writing. In the light of communicative language teaching, process approach is the most prevalent approach to the teaching of writing.

Feedback is a crucial aspect in the process of teaching writing skills. It plays an important role in motivating the students for further learning. Students become aware of their needs for improvement and also of the degree of their learning. Brown (1994) regards feedback as one of the keys to successful learning and Gipps (1994) considers it as a critical feature of learning and teaching language. Many researchers (e.g., Paulus (1999), Min (2006), Zhang (2008) and Chiu (2008) have proved that feedback, in both oral and written form, fosters the improvement of writing.

Apart from traditional feedback, i.e. teacher feedback, peer feedback is a learning strategy in which students respond to one another's written work and provide feedback. Peer feedback has a number

* Chairperson, Department of English, The Islamia University of Bahawalpur, drghani2009@yahoo.com

** PhD Scholar, Department of English, The Islamia University of Bahawalpur, abeehamalika@gmail.com

of benefits for the students. It focuses on the writing process, improves students' critical skills and allows them to improve their work before it is graded. Peer feedback activity helps them raise the sense of audience for both the writer and reader. Students make their writing more effective and audience oriented through discussing it with their peers. Peers provide them immediate feedback. They can ask questions and seek clarification through discussions. Through discussing and reading alternative point of views on the same topic they can revise and refine their own ideas in an effective way. In this way a real communication occurs in their arranging, explaining and justifying, which is also a main goal of language learning. Working with peers from different backgrounds and specialities provides the learners a chance to complement themselves with their peers. Peer feedback makes them motivated towards writing with the help of positive feedback from their peers and their apprehensions can be lowered (Tsui & Ng, 2000). Moreover, Caulk (1994) also states that it is different from teacher feedback. Rollinson (2005) listed out some advantages of peer feedback over teacher feedback. Peer feedback is more informal than teachers'. It is a two way interaction between the reader and writer or peers, they effectively negotiate their intended meanings, ask for clarification and questions. While teacher feedback is a one way interaction where student may end up making revision in his drafts without agreeing to or even understanding the teacher's comments. Whereas in peer feedback, he has the right to reject or incorporate the peers' comments in his revised draft. Peers also spend much more time commenting on the drafts than teachers (Rollinson, 2005). In a large numbered class it is not easy for the teachers and they also do not have time to comment on the drafts of each and every student whereas students' responses can provide their friends with thorough and immediate comments by reviewing their writing from different aspects (Caulk,1994). Peer response also provides a non-threatening environment to the students; it can also enhance their attitudes towards writing and raise their confidence in writing as well. Another important benefit of peer feedback is that it can be an appropriate arena for independent learning. As peer assessment requires independent judgement in providing comments on the compositions of their peers (Brown & Knight, 1994; Brown and Glasner, 1999; cited in Iqbal & Mahmood, 2008).

In Pakistan, peer feedback is relatively a new strategy. Students are mainly provided with teacher feedback only. However in our government schools, it is observed, groups are made in the class which are led by the group leaders. These group leaders act as sub-teacher for the rest of the group members and help them. Peer feedback, like this will be a new activity and experience for the students. The effectiveness of teacher and peer feedback in facilitating the revisions of the writings and improving the writing skill of the students, and students' attitudes toward peer feedback and teacher feedback needs to be explored further, especially with a focus on Pakistani education system. Looking at this scenario we felt this need to conduct such study and find the effectiveness of teacher and peer feedback on students' writing and their attitudes towards it, at secondary level. For this purpose following research questions are made.

1. What is the effect of feedback on the writing performance of the students?
2. Which type of feedback do students value and incorporate more in their writings?
3. What are the attitudes of students towards teacher feedback?
4. What are the attitudes of the students towards peer feedback?

5. Do peer and teacher feedback and revisions motivate the students and facilitate them in their writing practices?

The main objective of the study is to find the effectiveness of peer feedback and teacher feedback in language learning, focusing on their writing ability and to find which type of feedback students prefer.

Literature Review

A number of studies have been conducted on the effectiveness of peer feedback in L2 writing, from different point of views, and a number of beneficial effects have been reported which peer feedback brings to students' writing skills.

Several researchers have preferred the usage of peer revision activity in writing classes. One of them is Beaven (1977). Beaven reported that peer revision activity promoted the development of interpersonal skills and motivated the students to take risk in their writings and made them confident about it. Kastra (1987), a researcher cited by Stanley (1992), supported the use of peer feedback activity. The study revealed that students participating in peer revision demonstrated a more positive attitude to peer feedback than the teachers alone. Hanson and Vogt (1987), reported that peer feedback technique proved useful in the ESL students' writing. They thought that it is essential to engage students in writing as a process. Through this students will not only develop proofreading skills but will also understand and correct errors. Hedgcock and Lefkowitz (1992) found that peer feedback can be complementary to teacher feedback.

Paulus (1999) has found that peer response comments can result in meaningful revisions. These revisions can be better in terms of vocabulary, content and organization than revisions after teacher feedback. Tsui and Ng (2000) have found that students find peer feedback helpful in the improvement of their writings when it is easy to understand and imply. They also found that too general and vague feedback with too many corrections leads to ambiguity.

Despite many advantages peer feedback has also some disadvantages. The major problems to be listed are the following.

- First the quality of feedback is questioned. Students feel that their peers offer unspecific, incorrect and unhelpful feedback as they do not have the knowledge of second language (Allaei & Connor,1990; Leki, 1990).
- Second critical and overly direct responses were destructive (Leki, 1990; Nelson & Murphy, 1992).
- Third, students find it difficult and feel discomfort to comment harshly. They do not make honest comments thinking that it might hurt the feelings of their fellow (Allaei & Connor,1990; leki, 1990; Mangelsdorf, 1992).
- Fourth, studens were uncertain about altering their writing according to the peer comments (Leki, 1990).
- Fifth, they thought that they are not skilled enough to comment on the writings in peer response process (Allaei & Connor,1990).

- Sixth, it requires special training of the peers to provide effective feedback.
- Seventh it also takes much of the class time.

Many researchers have yielded different results too in terms of its effectiveness on students' writing and attitudes of students towards it. It is not a simple matter but is rather a complex one. Some students are unable to understand and follow peer feedback while some consider that it is the teacher only who has the right and authority to correct the drafts and that he is the one who can help them in this context. Flynn (1982) investigated the efficacy of peer response activity. The researcher reported that students offered unhelpful and unfocused feedback to the peers. Leki(1990) identified several problems with peer feedback: students pay more attention to surface errors; it does not facilitate revision; and students have difficulties deciding whether peer feedback is valid or not. Students may not trust their peers' abilities as they are of their level and not native speakers of the language.

There are several studies which have revealed a gap between the marks division by the teacher and peer (Falchikiev, 1986; Orsmound, Merry, & Reiling, 2000). This gap leads to controversies in regarding the use of peer feedback as beneficial and as a substitute to teacher feedback. Brown (1994) reports in his study that it will take time for both, teacher and peer, to trust and accept peer feedback. Teachers written feedback is the most widely used form of feedback. It is a kind of feedback that a teacher gives on his students's composition. Teacher critically analyses students' compositions to work for the improvement. The significance of the teacher feedback is that it deeply influences students' understanding about the writing process. Process approach provides teachers an excellent environment for the development of students' sense of co-operation. Teachers encourage their students to work and research on the topics in groups and discuss it with other class fellows or group members.

The effectiveness of teacher feedback has not been a simple matter. There have been controversies among different researchers of writing. Some are of the view that teacher feedback is ineffective and not worth the teachers' efforts and they are also of the view that practice does not help students to improve (for example, Knoblauch and Brannon, 1981; Semke, 1984; Hillocks, 1986; Robb et al., 1986). This failure of the teacher feedback to be ineffective can be attributed to the fact that teachers provided the feedback that was general or too specific, and focused too narrowly on the surface level errors. While some researchers found that teacher feedback is beneficial for the students (for example, Beach, 1979; Bridwell, 1980; Hillocks, 1982; Fathman and Whalley, 1990). Some researchers have found that teachers feedback has positive effect on students' compositions. Fathman and Whalley (1990) studied effects of teachers' feedback on ESL college students and they found its positive effects on students. Fathman and Whalley concluded that teachers' feedback has positive effects in both content and grammar feedback treatment groups. Hillocks (1982) examined the effects of teachers' comments in four instructional condition. His result is similar with Beach (1979), who found that students' revision in response to teacher feedback produced higher quality ratings. Semke (1984) studied the impact of four different techniques of commenting L2 students' writing. The results of the study revealed no improvement in their writing skill. Instead a negative effect may be there in students attitudes who were forced to revise the drafts. Robb at al (1986) conducted a similar study on 134 EFL Japanese students. Their findings suggest that none of these types of

feedback produced improvement in students' writing skills. While on the other hand, some researchers argue that teachers feedback has no role in developing students' writing abilities. For example, Knoblauch and Brannon (1981) reviewed studies in which they compared different ways of responding to students' compositions (for example positive vs. negative feedback, marginal vs. end feedback, oral vs. written feedback etc.) and concluded that none of these resulted in significant improvement. For example, Hillocks (1986), reviewed a number of research findings and stated that teacher's feedback has only a little impact on the writing performance of the students.

Some studies have also indicated that some students do not read their drafts when they are returned to them (such as Cohen, 1987). Therefore teachers should focus on first content and then grammar mistakes. They should facilitate and motivate the student, develop his interest in writing than giving extra attention and becoming a grammarian. As we reviewed above the studies conducted on peer feedback and then on teachers feedback, there are also a number of comparative studies conducted on the relative effectiveness of teacher feedback, peer feedback and students' attitude towards it, and their revision activity. Early comparative studies seemed to cast doubt on the value of peer comments and some found it beneficial and showed positive attitudes of students towards peer feedback. Partridge (1981, cited in Chaudron 1984) found that teachers' feedback was more beneficial and brought more improvement than peer feedback. They also found that students doubted the quality and accuracy of their peer feedback. Partridge (1983) reported that there was a greater improvement in the writings of the students who received teacher feedback. Chaudron (1984) compared written peers and teachers feedback. He found that neither of them helped in their writing. Students' attitudes were not positive about peer feedback but they showed positive attitudes towards feedback from native speakers.

Recent comparative studies' results have favoured teachers feedback. Connor and Asenavage's (1994) comparative study has shown that the effect of peer comments was small. Zhang's study (1995) investigated the difference between self comments and peer comments and found no significant difference between the two kinds of feedback. Chen and Lin (2009) conducted a study to examine the efficacy of contextualized guided writing exercises to understand the young non native speakers' grammatical concepts and their attitudes towards peer and teacher review. Although the students strongly preferred teacher feedback over peer feedback but also acknowledged the worth of peer feedback. The learners welcomed both types of feedback although some students showed that peer feedback was challenging but it helped them to learn. These conflicting findings mentioned above show the effectiveness of peer and teacher feedback to facilitate learning and helping the students to become fluent and good writers. But this area needs further exploration as, according to researcher's knowledge, no indigenous study have been conducted on this problem especially at secondary level so the present researchers felt the need to conduct this study .

Research Methodology

Participants and Survey Instruments

This study is both qualitative and quantitative in nature and uses experimental approach. 100 students participated in this study. The average age of the students was 14 years. To collect sufficient, reliable and valid data, a survey questionnaire exploring students' attitude was used, pre-

test and post-test, and written remarks of the students about the whole activity were used as data collection instruments. The questionnaire was originally developed by Tsui and Ng (2000) and adapted and used by Chen and Lin (2009). The questionnaire has 30 items. The items have 5-point Likert scale responses: 1 = strongly disagree, 2 = disagree, 3 = neutral/ undecided, 4 = agree, 5 = strongly agree. . These 30 items are divided into 5 dimensions.

These are:

- 1) Students' attitudes toward learning grammar through writing (Items 1-5),
- 2) Reading peer's writing (Items 6-11),
- 3) Peer feedback (Items12-17),
- 4) Teacher feedback (Items 18-23) and
- 5) Writing revisions (Items 24-30)

Research Procedure

In this experimental research, the students were provided with the feedback of their peers first, and then the teacher. Students were involved in four writing cycles. The drafts of their first writing cycle are used as pre-test while the drafts of their last writing cycle are used as post-test. They wrote a draft on one of the topic told by the teacher, from writing activity, and then they got it checked by their peer who provided them with written feedback and then they were involved in a peer response session. In this peer response session, the students were provided with oral feedback of their peer. They also had a chance to explain the ambiguous or unclear points to the peers which they mentioned. Afterwards, they wrote a second draft after the whole peer feedback session and got that checked from their teacher. Who also provided them with written and then oral feedback. The students again wrote the third and final draft after the teacher feedback. After all the four writing cycles they responded and filled the survey questionnaire and provided their written remarks about the whole feedback session.

Data Analysis and Discussion

In order to find out the answer to the first question, a paired sample t-test was conducted to evaluate the effect of peers and teacher's feedback on the writing performance of the students, using the pre-test and post-test score.

Table-1: Paired Sample t-test of Pre-test and Post-test Scores

	Mean	N	Std. Deviation	t	Df	Sig. (2-tailed)
Pre-test	8.33	100	2.425			
Post-test	11.52	100	2.181	-11.951	99	.000

Table-1 of paired sample t-test of pre-test and post-test, shows that there was a significant increase in the scores from the pre-test (M= 8.33, SD= 2.425) to post-test (M= 11.52, SD=2.181) $t(99) = -11.951, p < .0005$ (2-tailed). The mean increase in the scores was -3.19 with a 95% confidence interval ranging from -3.720 to -2.660. The eta squared statistics (0.59) indicated a large effect. From the above findings it is clear that peer and teacher

feedback helped the students to improve their English writing. Peer and teacher feedback had a positive effect on the performance of the ESL learners and an improvement was observed in their performance in the post-test than the pre-test. Learners also showed a positive attitude towards the whole activity and also toward both types of feedback i.e., peer and teacher feedback.

To answer the second research question, the researcher examined ESL learners' revisions in the revised drafts to observe their incorporation of peer and teacher feedback. The number of incorporated comments was divided by the total number of revisions made by the writer in a revised draft. It was obvious from the drafts that learners mostly corrected their mechanical mistakes after peer feedback. They incorporated and corrected their spelling, vocabulary, punctuation mistakes in their revised drafts as they found it easy to admit their mistakes and incorporated the corrections without any difficulty.

Table-2: Errors of the ESL learners observed in their drafts and commented by Peers

Type of Error	Examples
Spelling	<u>Thing</u> (think), <u>sence</u> (sense), <u>injoy</u> (enjoy), <u>highper</u> (hyper), <u>actorees</u> (actress), <u>favrit</u> (favourite).
Tense	For many times, <i>i</i> have been write a paragraph on many tropics but today <i>iam</i> <i>writting</i> about myself. Once there lived a woman whose name is Lucy. But he was a brave child he face all the <i>diffeculties</i> and problems of his life.
Subject-verb agreement	<i>My parents is</i> very important for me. <i>She help</i> me in all my matters. <i>My all friends is</i> good.
Capitalization	<i>i</i> am a good girl. <i>My favorite</i> city is <i>muree</i> .
Usage of Urdu words	I share my all happiness and Razz with her.

Table-2 shows all those errors, which were noticed and commented by the peers. These are spelling, tense, subject-verb agreement, capitalization and usage of Urdu words errors. Students spelled the words wrongly.

Teacher, in addition to these, noticed some other surface and content level mistakes and errors (as presented in table-3), and provided students with feedback on grammar issues and on content of the writing and this feedback was added by ESL learners in their revised drafts.

A paired sample t-test was also conducted, using questionnaire items, to evaluate the comparative impact and attitude of subjects towards peer and teacher feedback. According to the table-4, the mean score for incorporation of peer comments was 4.13, and the mean score for incorporation of teacher comments was 4.61. The mean increase was -0.48 with a 95% confidence interval ranging from -6.31 to -3.29. The result of *t*-test showed that the subjects

incorporated significantly fewer peer comments in their revised writings ($t = -6.328, p < .000$). The eta squared statistics (0.28) indicated a large effect. From the above findings it can be concluded that ESL learners took a positive attitude towards both feedback and incorporated both types of comments in their writings, while they showed a more positive attitude towards teacher feedback.

Table-3: Errors of ESL learners observed in their drafts and Commented by the Teacher

Type of Error	Examples
Translation problems	I have also a hobby which is reading story books and also making gap-shup to my fellows.
Vocabulary usage	I also protect my flowers which is in my garden. In school, I got full concentration in studies. I am felling very anxiety because I am writing on myself. I have much jewellery.
Singular/Plural	I want to be an artists. Every persons have a hobby.
Auxiliary	The story is about a boy whose family was died in a horrible accident, now he was homellest child and he was lived with his Aunt and uncle.
Tense shift problem	Once we and my family went to a marriage ceremony in Bandhan lawn. The ceremony is passed very well. The bride came in the lawn and look very beautiful. The time was about 6 PM. After sometime Barat arrived with much noise and patakas. The lawn has many lights and big bulbs.
Referencing	My best friend is Hira and Laraib. Both are very good. I share the all things with her.
Modifier problem	At eight years old, my sister gave me my first birthday gift.
Pronoun errors	Everyone must bring their own lunch.
Verb missing	I don't (like) cricket.
Article mistakes	It is bird that i like most.

Table-4: ESL Learners' Incorporation of Peer and Teacher Feedback in their drafts

	Mean	N	Std. Deviation	t	Df	Sig. (2-tailed)
Incorporation of peer feedback	4.13	100	0.861			
Incorporation of teacher feedback	4.61	100	0.618	-6.328	99	.000

It was observed that peers comments were less in quantity than the teacher comments. Peers noticed spelling, tense, subject-verb agreement, capitalization and usage of Urdu words errors. Students spelled the words wrongly. Teacher, in addition to these, noticed some other

surface and content level mistakes and errors and provided students with feedback on grammar issues and on content of the writing and this feedback was added by ESL learners in their revised drafts. They also paid attention to grammar based feedback which was provided to them by their peers.

Teacher feedback is mostly regarded by the students as helpful to them and it has an acknowledged role to play in the language learning. Students always see towards teacher as the most learned person who has the ability to check out and comment on their mistakes. This feedback is considered to be helpful and beneficial for the learning of writing. Along with teacher feedback, peer feedback has also gained its value. It is also regarded as helpful and beneficial for the ESL learners. It is also suggested as a compliment to teacher feedback. Students liked to have peer feedback on their writings and they showed a positive attitude towards it.

Table-5: Mean Scores of the Questionnaire's five dimensions

Dimensions	Mean	SD	Rank
1. Attitudes toward learning grammar through writing.	4.446	0.43191	2
2. Attitudes toward reading peers' writing	3.848	0.72930	5
3. Attitudes toward peer comments	3.915	0.57662	4
4. Attitudes toward teacher comments	4.571	0.58472	1
5. Attitudes toward revisions	4.425	0.43831	3

Note. N= 100.

In response to the third question, questionnaire items 18- 23 were analyzed. Data analyzed showed that students liked and had a strong positive attitude towards teacher feedback with the mean score of 4.57 and SD=0.5847, which is higher than the middle point 3.00 in 5-point Likert scale. It is also the dimension with highest mean score of 4.57. Students regarded teacher feedback as useful and gave it preference over peer feedback.

In response to the fourth research question, ESL learners' responses to questionnaire's items 12-17, i.e., dimension 3 were analyzed. Mean score of this dimension shows that students liked and showed positive attitude towards peer feedback for the average mean of this dimension is 3.91 and SD is 0.5766 which is high in 5-point Likert scale. Pakistani ESL students showed more positive attitude in terms of means and ranking too. Peer feedback was a new experience for the students and they liked it and showed positive attitude towards it. They discussed their writings with the peers, explained their ideas and clarified the ambiguous points to them. This was all done in a friendly environment. Peers corrected their mistakes and provided them mostly with positive comments about their writings which encouraged them and motivated them to write more effectively and revise their drafts.

Students liked reading their peers drafts as it made them aware of their own mistakes and raised their sense of audience

Results from the data analysis, like other researches, have shown that ESL learners clearly prefer teacher feedback over peer feedback (Connor & Asenavage, 1994; Zhang, 1995; Nelson & Carson, 1998; Tsui & Ng, 2000; Yang, Badger & Yu, 2006; Chen & Lin, 2009). Peer feedback is commonly regarded as careless, discouraging and useless. These phenomena are also observed in the previous researches (Min, 2003; Nelson & Murphy, 1993). The reasons for this more incorporation of teacher's feedback involve ESL learners' cultural beliefs. The students have confidence in teacher feedback because teacher is regarded as an experienced and authoritative one. They give more specific feedback and better explain to the learners what their mistakes are and how they should correct it. They make correct suggestion for revision and for this reason teacher feedback is considered to be of high quality than peer feedback. Teacher feedback motivates them to write and improve their English writing. In Pakistan, like other ESL/ EFL countries, students believed that teacher is the only person who has the authority to comment on their writing. He is the only one who is knowledgeable and to comment. They showed lack of confidence for peer feedback. This is also because of cultural beliefs of the learners. This type of cultural influence is very much evident in Pakistan. They believe that teacher is the one who will provide them with right kind of feedback (Li, 2006; Chen & Lin, 2009). The peer is their fellow who shares same level of knowledge with them.

This attitude of learners towards peer feedback is also because of learners' unfamiliarity with peer feedback. ESL learners have not such experience of giving and receiving peer feedback. This unfamiliarity with peer feedback might cause the learners to form some negative impacts before doing peer feedback. Such as it is a time consuming activity, boring and it is hard to provide comments to their own class fellows as some harsh or negative comments may hurt their feeling and affect their interpersonal relationships. The students feel discouraged and annoyed when they get negative comments from peers. In addition with these psychological factors, there may be difference between the expectations of the writer and provided feedback which may lower their acceptance of peer feedback (Chen & Lin, 2009). The items in dimension III (peer feedback) and IV (teacher feedback) are exploring ESL learners attitudes towards two styles of feedback i.e., peer feedback and teacher feedback.

Table-6: Paired Sample T- Test of ESL learners' attitude towards peer and teacher feedback and its effect

	Mean	N	Std. Deviation	t	Df	Sig. (2-tailed)
Peer feedback	3.915	100	0.5766			
Teacher feedback	4.572	100	0.5847	-12.135	99	.000

The data of these two dimensions (items 12-23) was used to evaluate the comparative impact of peer and teacher feedback. There was a significant difference in students' attitudes towards peer feedback ($M=3.915$, $SD= 0.57662$) and teachers feedback ($M= 4.5717$, $SD= 0.58472$) $t(99) = -12.135$, $p<.0005$ (2-tailed). The mean increase was -0.6567 with a 95% confidence interval ranging from -0.76404 to -0.54929 . The eta squared statistics (0.59) indicated a large effect. Moreover the written remarks of the students were analyzed and calculated. The results show that students liked both teacher and peer feedback but majority of the students liked teacher feedback more than peer feedback. From the results of their written remarks, it is clear that 70% of the students liked peer feedback while 90% of the students reported that they liked teacher feedback. They also reported that they have improved in different categories (Table-7). They also provided a feedback regarding the whole research activity (Table-8).

Table-7: Improvements reported by the students

Area Improved	Percent
Spelling	70
Mistakes	65
Writing	60
Learning	60
Tenses Vocabulary	60
	55

Table-8: Feedback of students regarding the activity

Activity	Per cent
Teaching Methodology	55
Confidence	65
Matters of Syllabus	20
Friendly Environment	35
Work in Group	55

In response to the fifth research question, the statistical analysis of the relative items (Items 24-30) in the questionnaire was done to quantify the subjects' attitudes toward the session of revision. It is clear that the learners generally approved the efficacy of revision, for the mean score ($M = 4.42$) of this dimension was much higher than the middle point 3.00. The students liked this whole feedback activity a lot and felt motivated to write. It was due to the fact that they were not familiar to such type of activity and it was a new learning method for them which they liked a lot. They had more chances of discussing their problems and developing their ideas. They not only learnt about their mistakes but also the ways to correct them. Majority of the students felt excited to write on some new topic in a new way and expressed their ideas through writing. It was also a new thing for them to give comment on their fellows' writing. The peer and teacher feedback sessions also made them more motivated to work hard on their writing.

From the above discussion it becomes clear that in Pakistan, the situation is not different from other ESL/ EFL countries. Here too, students liked both type of feedback on their writings. Statistical findings showed that learners value and incorporate both type of feedback, giving more value to teacher feedback, and showing a more positive attitude towards this activity.

Conclusions

Peer feedback and Teacher feedback improved the writing performance of the students. ESL students hold the opinion that learning English language and writing through process writing and both types of feedback is effective and plays a positive role in motivating the students and improving their academic achievement. The students showed positive attitude towards peer feedback, as majority of students liked to work collaboratively with their peers discussing their writings. Students having low English language proficiency can also improve while working with peer, commenting the drafts and through discussions in peer-response sessions. Peer comments developed a sense of audience and made the writers critical to their own writings, encouraged collaborative learning and also developed a sense of text-ownership. It induced changes mostly on the superficial level of the text. Teacher comments induced more macro-level changes i.e., of content, idea development and organization. ESL learners liked the peer feedback and they incorporated it too in their writings but it was also obvious from their pre- and post-tests, remarks and questionnaire results that they favored and incorporated teacher feedback more than peer feedback. Overall, peer and teacher feedback activity proved effective in improving the writing performance of the ESL learners. Oral and written feedback from their peers and teacher facilitated and motivated them to learn in a friendly environment and improved their writings.

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Sidhwa's Portrayal of the Partition: An Independent Perspective

Mohammad Ayub Jajja*

Abstract

*The Partition of the sub-continent into India and Pakistan was a momentous event. It affected millions of people, changed the geography of the world and continues to impact the countries of the sub-continent, even today. Many writers from the sub-continent have portrayed the Partition and the political milieu surrounding it, in several languages, from several perspectives. Bapsi Sidhwa, a Parsee, Pakistani female writer has also portrayed the Partition in her novels. Sidhwa's novels have been critiqued by a number of critics, from different angles, but still there is a scope and place for a fresh reading of her novels. The present study intended to investigate the portrayal of politics and ideologies in her novels, which led to Partition and its portrayal in them. The novels included in the present study are *Ice Candy Man*, *The Crow Eaters* and *The Bride*. The study was based upon the exhaustive analysis and interpretation of the texts from these novels in the light of a combination of critical approaches, especially Postcolonial critical theory and Feminism, with Marxism and New Criticism in the background. The study rejected the claims and contentions of critics, who adjudged her portrayal of the partition as Pakistani perspective on Partition. The study also verified the proposition that politics affects people, therefore their keen interest in it and as a result its portrayal in literature.*

Keywords: Perspective, Symbolic, Identity, Partition, Undesirability, Ideology, Postcolonial

Introduction

Sidhwa has portrayed the different aspects of the Partition and independence of the Sub-continent in her novels. She claims Partition to be worse than Holocaust (Monsoon, 2000). Almost all the critics and writers claim that she has presented a Pakistani version of Partition. The present study intends to investigate the reality of these contentions. The major proposition of this study is that the claims and contentions of these critics are unfounded and Sidhwa could rise from her narrow nationalistic considerations and come up with an independent and neutral version of the events surrounding the Partition in her novels. The supplementary proposition of the study is that Sidhwa has reflected politics in her novels because it affects people and their lives. The novels included in the study are *The Crow Eaters*, *The Bride* and *Ice Candy Man*.

Literature Review

Alamgir Hashmi in his introduction to an Omni bus volume of novels (2001) gives a general outline of the fine aspects of Sidhwa's writings, touching upon Sidhwa's qualities as a

* Department of English, The Islamia University of Bahawalpur, Pakistan, Email: drjajja@yahoo.com

storyteller, her commitments to feminism and the portrayal of the history. He is conscious that Sidhwa has been accused by some die hard Indian nationalists of presenting a Pakistani view of the history. But he does not answer this allegation and rather focuses on Sidhwa's skill as a story teller. A similar exercise is undertaken by Tariq Rehman (1991) who admits the predominant realistic mode of the writings of Sidhwa but gives a very superficial and shallow account of the portrayal of politics and partition in her novels. The only thing he notices in her best novel, *Ice Candy Man* is the portrayal of violence. The thrust of Niaz Zaman's critical work is (2001, pp.257-58) that Sidhwa presents Pakistani version in *Ice Candy Man* and re-invents the image of the founder of the nation. Laurel Graber, Sashashi Tharoor (New York Times, Oct. 6 1991) also came up with similar shallow assertions about the political contents of Sidhwa's novels. Ralph J. Crane in an essay, "A Passion for History and Truth Telling", (1996, pp.48-61) has undertaken a serious study of the novels of Sidhwa. It really is a commendable work with an understanding of Sidhwa's art and commitments but he has also manifested a serious misunderstanding and misreading of the novels. Crane has four times claimed in the same single essay that Sidhwa has presented a Pakistani version of the events surrounding the Partition. This claim is inaccurate and not supported by the text. The present study intends to counter these unfounded assertions of the critics, regarding the portrayal of Partition by Sidhwa in her novels and to rectify the situation. The study intends to prove that she has portrayed the Partition and the events which led to it from her own independent perspective, which is at variance with official Pakistani perspective on Partition. Tariq Rehman contends (1991, p.224 & 232) that Pakistani novel has not responded to politics or history. He maintains that due to this reason Pakistani novel in English is different from African and West Indian literature (novel).

The Research Methodology

The research methodology for the current study is to be the analysis of the texts of these novels in the light of Postcolonial theory and Feminism, with ample cross references, to answer the issues raised in the literature review.

Discussion and Analysis

The Realistic Portrayal of Parsee Loyalty to the British

Sidhwa has realistically portrayed the Parsee loyalty to the British in her novels. She has shown in *The Crow Eaters* that the Parsees, as a minority were an embodiment of loyalty to the British during the days of the Raj, because their economic interests, who constituted their ideology, demanded this. Freddy, a typical Parsee character in *The Crow Eaters*, expresses this ideology quite eloquently. She shows that the Parsees sided with the British instead of supporting the Indian nationalism, because their economic interests required it (Newton). Their social behavior and political ideology was conditioned by their economic interests. She reinforces her credentials, as a postcolonial writer, when she describes Freddy, a Parsee in *The Crow Eaters*, as one of the "toadies", for visiting the Government House at Lahore, to express his loyalty to the British Raj.

The Parsee loyalty to the British is also expressed by Sidhwa through Lenny, in *Ice Candy Man*. Lenny is happy and excited at the British victory in the Second World War. The portrayal of the same event in *Midnight's Children*, is quite different, its writer, S.R. associates the Second World War to the dropping of atomic bomb on the Japanese.

Sidhwa reflects the political philosophy and ideology of the Parsees as a loyal subject of the British Raj. Through Freddy, in *The Crow Eaters*, Sidhwa expresses the Parsee disliking for political ideas, like self-rule and independence. Such ideas are against the economic and political interests of the Parsee community, therefore, the corner stone of the Parsee cultural and political ideology is to shun the day to day politics. The Parsees know they are to gain nothing out of the business of independence. Therefore Parsees, who are involved in national politics, in violation of the dictates of Parsee culture, are termed as misguided individuals by Freddy. The Parsee community knows full well that their minority status does not match with the Indian nationalism. They mean to go by their ideology of self-interest, loyalty to the British and a stance of neutrality towards all Indian communities.

Through Col. Bharucha, Sidhwa, in *Ice Candy Man*, expresses the Parsee philosophy and ideology of self-interest, even at the cost of double dealing. Through Bharucha Sidhwa shows, that the Parsees having political ambitions, are not liked by the Parsee community.

The Portrayal of the Character of Jinnah

In *Ice Candy Man*, Sidhwa incorporates the Quaid's address to the constituent assembly, on 11 August 1947. This is of special significance to Parsee community. The speech of Quaid is meant to remind the readers that the founder of the nation was a liberal, secular, tolerant and democratic statesman. Sidhwa shows that Jinnah was free from religious biases, intolerance and narrow mindedness. She adds that Jinnah wanted Pakistan to be a progressive and enlightened modern democratic country, where minorities would have the same status and place, without any discrimination against them and they would enjoy the complete religious freedom.

Sidhwa portrays in *Ice Candy Man*, the character of Jinnah from a neutral perspective and her admiration for the character and cause of Jinnah is almost universally supported by other non-literary discourses. She is hurt and unhappy that some Hindus caricature and portray Jinnah as a monster, for his disillusionment with the Congress. Sidhwa mirrors a short lived "romantic flirtation" on the part of Congress for Jinnah, when he is given the grand and flattering title of, "Ambassador of Hindu - Muslim Unity". The portrayal of the character of Jinnah by Sidhwa in *Ice Candy Man* is supported by Larry Collins (1975), Wolpert Stanley (2006) and by Jaswant Singh (2009). She does not share the prejudices of the British and Indian writers against Jinnah. Sidhwa in *Ice Candy Man* incorporates the fact that the Quaid married a modern, liberal Parsee girl, to show that he, like her, was liberal, and a progressive person, a direct result of his hybrid identity, as an Indian influenced by the British culture. For Parsee Sidhwa, this aspect of the Quaid is very important. Sidhwa quotes Naidu Sarojini to highlight the fine qualities of her personality.

Zaman (2001) claims, that Sidhwa reveals her Pakistani identity, by “reappraising the character” of Jinnah. Zaman calls it the “defence” of the father of the nation by Sidhwa. This is quite unfair on the part of Zaman. Sidhwa never attempts an “improvement” of the image of the Quaid; rather her portrayal as said earlier can be verified from other non-literary discourses. Incidentally, Lural Grabber, and Crane also share the views of Zamzn about the portrayal of Jinnah by Sidhwa.

The Portrayal of Religious Biases (the ideologies of purity) as a Cause of Partition

The co-existence of the Hindus and the Muslims in the sub- continent, for centuries and the occasional love affairs beyond religious distinctions could not evolve them into a synthetic and hybridized being. These barriers, in the form of respective religious ideologies, on the whole, kept the two communities separated, socially and culturally. Sidhwa records some of these obstacles in the form of Brahmin ideology of purity. Sidhwa shows, both through authorial voice and characters that the rigid Hindu caste system and the ideology of the purity of the caste Hindus alienated the Muslims and pushed them to demand for a separate homeland. The cast Hindus believed in the purity of their identity, ideology and culture. Sidhwa shows that a caste Hindu would not touch his food in the presence of a Muslim. The mere shadow of a Muslim would pollute the food of a Hindu Brahmin. Lenny, the child narrator in *Ice Candy Man* describes one such situation.

This is enough to put the Hindu-Muslim relationship in the right perspective. However, Ralph, (1996) fails to appreciate the true significance of this passage in his critical essay on Sidhwa. Sidhwa is not the only writer who blames caste Hindus for their pivotal role and contribution in the Partition. Singh (2009) also blames the caste Hindus and the Indian political leadership of Congress for their failure and mistakes in this regard. In spite of her depiction of a love affair between the Muslim protagonist and a Hindu girl, Ayah, her portrayal of the impact of the ideologies and the cultures of the two communities is really hard hitting. The graphic portrayal by Sidhwa of the deep hatred and disliking of the caste Hindus for the Muslims on the basis of their ideologies throws light on the major factors which led to Partition. Sidhwa does not indulge in over emphasis on Hindu-Muslim cultural synthesis, hybridity of identity and intermingling, as is done by Masroor in *Shadows of Time*.

The Portrayal of the British by Sidhwa

Sidhwa, in the spirit of a postcolonial writer, also throws light on the conduct and character of the British during those crucial days, when India was struggling for independence and its impact upon the people of the sub-continent. Sidhwa shatters the myth of the racial and moral superiority of the white race. She shows that the British officials accepted bribes to grant favours, thus challenging the colonialist claim of their integrity, impartiality and superiority. Crane also views the portrayal of the British by Sidhwa in the same spirit (1996). However, he fails to appreciate Sidhwa’s portrayal of the British role in the Partition. Sidhwa suggests that they were not eligible to be neutral umpires among the Indians. This is a true picture of the empire writing back. Sidhwa has portrayed the British in *The Crow Eaters* as corrupt people.

Sidhwa shows that the British officials like Allen, were corrupt, both morally and financially. Sidhwa's portrayal of the British is totally opposite to the traditional images of the Raj officials, as presented by British and Anglo-Indian novelists and writers. Sidhwa shows that Allen's position in the Indian civil service is very important for Freddy's business. The postcolonial Sidhwa calls the British officer an "obliging bastard". Freddy looks after his needs with a bunch of buxom dancing girls and dimple scotch. Sidhwa, like a true postcolonial writer, as defined by Suleri (2005), dismantles the myth of the moral superiority of the British race.

Through these incidents, Sidhwa rejects the colonialist ideology of racial and moral superiority of the British. Through the portrayal of the British as corrupt and dishonest, Sidhwa defines them from the perspective of a postcolonial writer. She suggests that the British were neither capable nor did they intend to be honest brokers between the Hindus and the Muslims. Sidhwa shows they did not play fair, either before or during the transfer of power.

Postcolonial Sidhwa's narrative blames the colonizers for not paying enough attention to issues concerning Partition, therefore leading to bloodshed and massacres, staining the dawn of freedom with the blood of millions of people. Sidhwa shows in *The Bride* that the British were in a rush to wind up and behaved in an irresponsible way towards India and Indian people at the time of Partition. The departing rulers were more concerned with acquiring items for their personal use than bothering about the details accompanying the division of India. She shows that they failed in their duty to India, which they ruled and exploited for about two hundred years.

The portrayal of the conduct and role of the British by Sidhwa from a postcolonial perspective is supported by the non-literary discourse of Stanley Wolpert (Flight, 2006). The British failed to handle the sensitive issues with care, which it deserved, on the part of the British Raj and its departing functionaries. Interestingly, Weston (1950) makes Kamala describe the British as "more admirable, more trustworthy than my own people", reflecting the internalization of the colonialist ideology of superiority by the Indians. The image of the British, as an honest upright gentleman is in total contrast to that portrayed by Sidhwa in her novels. Sidhwa presents the members of the Radcliffe Commission as totally indifferent to the consequences of their deeds. The British members of the Commission were dealing out Indian cities between the two countries like a pack of cards. Sidhwa in *Ice candy Man* depicts the criminal negligence and lack of seriousness on the part of the British Raj, while undertaking and supervising the Partition. She shows that the arbitrary act of division by which some cities were wrongly given to India, had far reaching consequences both for India and Pakistan and their people.

The British are portrayed by Sidhwa as siding with the Hindus and Congress during the final stages of the Partition. She stresses how the British and the Congress deprived Pakistan of its rightful share of land and assets. Probably it is for these reasons that writers like Zaman

(2001), Tharoor (1991) Laural Grabber (1991) and Crane (1996) contend that Sidhwa presents the Pakistani version of politics and history. The study has shown that so far her impartial portrayal of the events is supported even by non-literary discourses by independent writers. Sidhwa shows that this involved violation of accepted majority population formula by Radcliffe. Sidhwa's narrative blames the British for sowing the seeds of hatred and bloodshed that preceded and accompanied the division of India.

The British decision to grant Kashmir to India is portrayed by Sidhwa as against logic and reason. Sidhwa shows that they did not bother to pay attention to the consequences of giving a Muslim state to the Hindus, which later on led to many wars between India and Pakistan. Sidhwa shows that Radcliffe had elected to take "other factors" into account, leaving the city of Gurdaspur and the Muslim villages around it inside India. She shatters the image and myth of the British superiority. Sidhwa's portrayal of the socio-cultural and political reality is verified by Collins and Lapierre (1975). In 1948 when India occupied Kashmir it used the same corridor to send troops there. Sidhwa shows the partiality of the British for the Hindus in *Ice Candy Man*, highlighting the immense importance and its repercussions for the people of the sub-continent.

The British granted favours in exchange of personal benefits and larger political interests. The non-literary discourse by Stanley Wolpert shows that Mountbatten was determined to punish Jinnah and Pakistan for Jinnah's refusal to accept him as governor-general of Pakistan (Flight2006). Shashi Tharoor in *New York Times* (1991) objects to Sidhwa's use of the word "grant" by Sidhwa in *Ice Candy Man*. Tharoor's contention is not supported by other non-literary discourses.

Sidhwa mirrors the time tested strategy of the British to divide and rule. Through British Inspector General Rogers in *Ice Candy Man* she highlights the attempts of the British to accentuate the differences between Congress and League on political issues like Cabinet Mission Plan or Interim-Government. As a postcolonial writer, she shows the vested interests of the British in Hindu Muslim disunity. This guaranteed and justified their presence in India. Sidhwa through various characters in *Ice-Candy Man* also mirrors the influence, Nehru and Patel had in London, and the impact of these personal relations upon the political scene in India. Postcolonial Sidhwa shows that the British were partial towards Congress leadership at the cost of the Muslims. She shows the intermingling of the personal and the political through the alleged intimacy between Nehru and Lady Mountbatten and its impact upon the fate of India and Indians. She shows that the 'special bond' between Nehru and Lady Mountbatten at the personal level had serious political implications for the Muslim interests.

The Portrayal of Sidhwa's Independent Perspective

Sidhwa's portrayal of the character of Hindu Ayah in *Ice Candy Man* has rich symbolic significance. Crane totally ignores the central and symbolic importance of the character of Ayah in the novel. Through the character of Ayah (Shanta), she reflects her perspective on

the Partition of the sub-continent. This brings us to Sidhwa's independent perspective on Partition. She shows that the Hindu Ayah, whose name Shanta means peace, is admired and wooed by a Hindu, a Muslim, a Sikh, and a Pathan from the mountains and a Jat from the plains. Even beggars, holy men, hawkers, cart-drivers, cooks, coolies and cyclists desire her. Ayah's lovers and wooers at the symbolic level stand for the hordes of invaders of India over the centuries. Rehman (1991) dismisses it as an exaggeration and fails to read the symbolic significance of the character of Ayah. Sidhwa includes the British Raj in the list of lovers of Ayah (India). Carne in an article, "A Passion for History and for Truth Telling" (1996, pp.48-61), also acknowledges that Ayah is like India itself, but fails to see the true significance of this Hindu character. Sidhwa in *Ice Candy Man* shows that at the micro and personal level all the admirers of Ayah together represent the population mix and the communal harmony which prevailed in India before Partition.

Sidhwa emphasizes the intertwined nature of the personal and the public. She shows that political ideologies and events affect the people at the personal level. The ideology and politics shape the religious identities and create divisions and cracks among them. She portrays the role played by the ideology of intolerance and political inflexibility before independence, in sharpening the divisions among the two communities. Sidhwa shows in *Ice Candy Man* that at the public level happy co-existence among different communities is rent apart by the political rigidity and the religious ideologies of the purity, therefore, lack of accommodation which led to the Partition. The unified world of Lenny and Ayah disintegrates and falls apart.

The division and the disintegration among the lovers of Hindu Shanta, who at the symbolic level represents India, is a reflection of the larger political division of India. Ayah like India is desired by every man including the Muslim protagonist of the novel. Sidhwa holds Muslims equally responsible for the Partition. In this, Sidhwa has a different perspective from those of Masroor (*Shadows of Time*) and Shah Nawaz (*The Heart Divided*). She shows that the Muslim protagonist, Ice Candy Man, unlike Jaggat Singh in *Train to Pakistan*, betrays his beloved Shanta, (India), who is shamed, disgraced, betrayed and destroyed. Sidhwa suggests that Muslims are capable of mistreating their beloveds both at the personal and the public levels. She suggests symbolically that when the Muslims could not rule over the whole of India they asked for its Partition as Ice Candy Man abducted his one-time beloved, reflecting his desire to at least possess a part of his beloved if not the whole. The Muslims at the public and political level wanted to possess at least a part of India, like Ice Candy Man. Therefore, they went for Partition.

Sidhwa blames the Muslims for causing pain and shame to the Hindu Ayah (India), who once extended her love to all her lovers including the Muslim ones. Again and again Sidhwa shows the intertwined nature of personal and public—politics having an impact on personal lives in a colossal way, therefore justifying its portrayal in literature. She blames the Muslims and the Muslim protagonist of the novel, for causing shame, disgrace and

humiliation to his one-time beloved Ayah. This shows that Sidhwa does not present a Pakistani perspective on Partition, as claimed by Crane (1996) and Zamman (2001).

Crane (1996) decided to ignore the true and momentous significance of this act. It is much more than the portrayal of violence. It is the violation of India by the Muslims. The Hindu Ayah is a symbol for India. Sidhwa subtly suggests that the Muslims disgraced, shamed, humiliated, ruined, destroyed and meted out a living death to their one time beloved. It is hard not to describe it as the worst betrayal. Led by Ice Candy Man, the Muslims took Ayah (India) away by force, against her will, while she is in a condition of total shock and trauma.

The fact that Ayah is taken to the red light district, is meant to show the disgrace and shame heaped upon Shanta (India) by her own Muslim lover/s. Both at personal and political level, the impression which Sidhwa creates are that of deep disappointment and a sense of sadness and gloom at Partition of the sub-continent. She is suggesting that Ayah (India) deserved a graceful and dignified treatment from her one time Muslim lover/s and wooer/s, not her disgrace and humiliation, in the form of forced abduction.

Sidhwa seems to blame the Muslims for their inconsiderate and insensitive behavior towards India by demanding its Partition. This is the worst one can expect from the lovers towards their beloveds, both at the personal and public level. This is in total contrast to what Jaggat did for his beloved in *Train to Pakistan*. Ayah, at yet another level becomes symbol for the several thousands of displaced, looted and raped Hindu and Muslim women during one of the harshest political and historical periods in the history of the sub-continent. Even in this Sidhwa highlights the price of Partition. This also shows the effect of politics and ideologies upon the lives of the people, and its ultimate portrayal in literature.

Sidhwa further extends her perspective on Partition, suggesting its undesirability, through the use of an image of a Hindu banya in *Ice Candy Man* being partitioned alive by the Muslims and the partitioning of a Punjabi Sikh (*The Bride*) again by Muslims. At the public and political level, the Hindu banya stands for India and Sikh stands for Punjab. For Sidhwa Partition of the sub-continent was like partitioning a living human being. She blames Muslims for this act. Through these images, Sidhwa is determined to establish the undesirability of Partition. She associates Partition with cruelty, inhumanity loss and destruction. This is Sidhwa's own independent perspective on Partition. She rises above the national ideology of Pakistan by suggesting the undesirability of Partition. Sidhwa portrays a mob, whom she calls as, "Muslim goondas", roaring "Allah-o-Akbar! Ya Ali and Pakistan Zindabad", who partition a Hindu banya in *Ice Candy Man*.

Crane decides to ignore the real and massive significance of this act. The fact, that the banya, "divided" by the Muslims was wearing a Gandhi cap, stands for Hindu India under Gandhi's influence with its thrust on religion and Brahmin ideology of purity. Sidhwa on the one hand suggests that this had alienated the Muslims to the extent that they had no feelings and sympathies left for united India. Therefore, it could not contain Muslims within itself. Thus

the Muslims' partitioning of banya at the personal level mirrors the Partition of India at the public and political level, a direct result of the clash of the ideologies of the purity espoused by the Hindus and the Muslims. On the other hand, Sidhwa views the Partition as the tearing apart of a living human being with the entire pain and anguish attendant upon it. Therefore for her, Partition is an undesirable and a brutal act to say the least. Sidhwa's views on Partition are not different from that of Christen Weston, who in *The World is a Bridge*, makes Rasula describe Partition as, "suicide for Muslims and Hindus". Weston further adds that it is like, "cutting the jugular vein of the country". To strengthen the metaphor, Sidhwa makes Lenny in *Ice Candy Man* repeat the act on her own china faced doll. The beautiful doll of Lenny "cries" before it is torn in two halves by the partition and Adi terms the division of the doll as "the pointless brutality". This again reflects Sidhwa's perspective on Partition. The elder brother Adi (Hindus) and the younger sister Lenny (the Muslims) enter into a fierce tug of war and after a big struggle they split the doll (India). Sidhwa holds both Hindus and the Muslims responsible for the tragedy of the Partition. The jerk of division throws both the siblings off balance, suggesting that the jerk of Partition threw both India and Pakistan off balance. The cloth skin (culture) and the inner supportive stuff are also partitioned. This stands for common social, historical, cultural and political fabric of India. By making Lenny partition her doll, Sidhwa reinforces and repeats the image of the undesirability of Partition and conveys the sense of loss and its total futility. Crane in his essay on Sidhwa, in a very limited way shares this perception (1996) but surprisingly, claims four times in a single essay that Sidhwa presents Pakistani perspective on Partition.

The present exhaustive analysis of the texts has shown that this is not a Pakistani perspective on Partition. It is closer to Indian perspective on Partition. Jaswant Singh describes Indian point of view on Partition, "a view widely held in India, for example, is that Partition was tragedy—a vivisection" (2009, p.9 & 58). Sidhwa displays her intellectual honesty, neutrality and independence of spirit by rising above national ideology of Pakistan. Sidhwa wants the readers to take the Partition of the sub-continent as inhuman, unnatural, atrocious, pointless act of brutality as the "partitioning" of Hindu banya by the Muslims.

The image of a living man being pulled apart was so deeply imprinted upon the mind of Sidhwa as a metaphor for Partition that she uses this image in *The Bride* as well. Incidentally, in both the cases the perpetrators of the "crime" are the Muslims. Sidhwa's objective is to highlight the price of the Partition, to make it look undesirable. Sidhwa shows that the fires ignited by Partition spared nothing—the buildings, the human beings, the relationships, the humanity and human values, all were eaten up and consumed by the fires of the Partition the Hindus and Muslims are left poor and striped off its past. Sidhwa portrays the Partition as a human tragedy on an unprecedented level and proportion, which could have been avoided.

Sidhwa in *Ice Candy Man* uses the birthday of Lenny as a metaphor to further convey her perspective on Partition. Sidhwa shows that the family and friends of Lenny are indifferent to celebrate her birthday. Sidhwa tries to convey in a symbolic way that people had

lukewarm attitude to the creation of new country. This is reflective of a Parsee ideology and Sidhwa's own independent perspective on Partition. She associates the celebrations for independence with violence and bloodshed forming the backdrop. It is very significant and symbolic that the birthday party of Lenny is celebrated with used and borrowed items, without true enthusiasm, the card-board cake box is "dented" and the cake itself is "squashed". Sidhwa shows in *Ice Candy Man* that everything was out of control at the time of independence. Sidhwa highlights the "disorder" at the time of Partition as another price of it thereby establishing the undesirability of the Partition. At the price of repetition, Crane in a single essay, (1996) four (4) times claims that Sidhwa has presented Pakistani perspective of history and Partition in *Ice Candy Man*. A similar view is held by Zaman (2001). The exhaustive analysis of Sidhwa's novels has shown that the contention and claims of these writers remain unverified and a gross misunderstanding and misreading of Sidhwa's novels. In return, this justifies the rationale and much needed scope of the present study.

Sidhwa never tires of highlighting the price of the Partition to suggest its undesirability in more than one ways. She shows in *Ice Candy Man* that within three months seven million Muslims and five million Hindus and Sikhs were uprooted in the largest and most terrible exchange of population known to history. Sidhwa expresses the pain, the anguish, and the emotional cost of the people very aptly and quotes popular songs to express her sense of loss.

As a result of population exchange, Sidhwa shows, Lahore had been stripped off its religious, cultural and racial diversity and variety, in other words of hybridity of culture, in addition to the emotional vacuum created by this phenomenon. This is the repeated portrayal of the undesirability of the Partition. This is hardly a Pakistani perspective on Partition. Sidhwa in an essay, "New Neighbours" has repeated her perspective on Partition, and the terrible price paid by millions of people (*Time* 1997).

A deep sense of loss and agony associated with Partition is portrayed by Sidhwa in *Ice Candy Man*. Repeatedly, she wants to remind the readers of colossal human loss and suffering and misery that occurred at the time of Partition, establishing the strong impact of politics on the lives of the people. The attacks on refugee trains are so common in novels of Partition that Crane in his essay on Sidhwa rightly calls them as a "leitmotif" for the period. Sidhwa starts *The Bride* with the portrayal of a train massacre before Partition. In *Ice Candy Man* she also incorporates the train massacres, to highlight the price of Partition. Sidhwa focuses upon the deep emotional and psychological changes brought by the train massacres in the character of Ice Candy Man. He had been stripped of his basic human values. This stands for another human loss—the dehumanization caused by the Partition violence. The Partition initiated a vicious, unending cycle of violence, which turned the once normal human beings into demented beasts. Due to the portrayal of train massacres, Sidhwa gets an unfavourable criticism from Zaman (2001). Zaman superficially finds it Sidhwa's need to explain her Pakistani identity.

This study has amply shown that Sidhwa hardly presents the Muslim or Pakistani perspective on Partition. She presents her own independent perspective on Partition, which might not be liked either by the Indians or the Pakistanis. Sidhwa is obsessed with a deep sense of loss due to the Partition of the sub-continent. Sidhwa is actually challenging the very ideology on which Pakistan was created (1987). Ice Candy Man is shown obsessed with Hindu Ayah. In other words the Muslim protagonist cannot live without India. “I cannot exist without her—I am less than the dirt beneath her feet”. Sidhwa seals her independent perspective on Partition with a very powerful and symbolic act on the part of the Muslim protagonist of the novel. The novel *Ice Candy Man* ends with a very powerful act with deep symbolic importance on the part of Ice Candy Man. He turns his back on his country, eliminates the Partition, both in the geographical and ideological sense with his personal act, when he disappears across the Wagah border into India in pursuit of his Hindu beloved Shanta—who stands for India, at the cost of his loyalty to his country and his personal and political identity. This act on the part of Ice Candy Man, an activist for Pakistan, has great symbolic importance. Partition is rejected by the protagonist of the novel. This is reflective of Sidhwa’s independent and very daring perspective on Partition. Not a single critic of Sidhwa, including Crane, has taken notice of this act of Ice Candy Man, with very far reaching implications. Interestingly Ice Candy Man does not experience the anguish and pain due to the conflict of loyalties experienced by Kamal in *River of Fire* by Qurratul ain Hyder when he enters Pakistan from India. Sidhwa seems to establish the insignificance and irrelevance of the dividing line between the two countries, therefore challenging the philosophy and ideology of Partition once more. In this Sidhwa is not very different from Christine Weston, who suggests in *The World is a Bridge*, that the independence to India brought nothing but the disaster for the Indians.

Conclusion

The study based upon the exhaustive analysis of the texts, from the novels of Sidhwa, in the light of a combination of critical approaches, has shown that Sidhwa has handled cultural, political and ideological issues surrounding Partition of India from an independent and postcolonial perspective. The study has shown that, contrary to the claims of a number of critics, Sidhwa does not project the official Pakistani perspective on Partition. The study has shown that Sidhwa’s portrayal of Partition in her novels is meant to highlight the price of Partition; with a view to make the readers take a fresh assessment of that momentous event in history. In other words, challenging the rationale and philosophy behind Partition. This aspect of Sidhwa’s writings has been totally ignored by almost all the critics. The study has highlighted the hybridized nature of Sidhwa’s identity, as reflected in her novels. The study has further shown the impact of religious narrow-mindedness or extremist ideologies with their claims to purity on politics and political developments.

The study has rejected the contention of some Indian and Bangladeshi writers and critics and even that of Ralph J. Crane that Sidhwa has presented the “Pakistani” perspective on Partition in her writings. The study has also proved that Pakistani novel in English is politically sophisticated and has responded to politics and history in a massive way for the

central role politics plays in the lives of the people. In this respect, Pakistani novel in English is not different from other postcolonial writings from other countries. The study has shown that Sidhwa has highlighted the undesirability of the Partition in a number of ways, especially by highlighting the price in the form of massacres, displacements and the destruction of property. The study has also shown that Sidhwa, like a true postcolonial writer redefines the role, conduct and character of the British and has also thrown light on the rejection of the colonist ideology by the people of India, thus leading to independence.

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