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EDITORIAL

PEN - A PANACEA FOR ALL ILLS

Most magnificent and gigantic gift,
God has given to the human being;
It's absolutely the PEN alone,
Which is rightly called as a KING!

Our Lord, the Beneficent, Merciful,
Much more Bounteous for all of us;
Has taught the men with this very Pen,
To overcome the nature – hazardous!

It's the lofty instrument indeed,
Which brights the horizon of mind;
Even sparkles in lettereds’ hearts,
Thus spreads knowledge of every kind!

From the time immemorial,
Since ancient days of history;
It continued to correctly count,
All accounts with much reality!

Enabled Plato to penned down Dialogue,
A kind of classics imperishable;
And inspired Aristotle of Greece,
To write the books, much valuable!
Through the help of miraculous pen,
Khaldun had written *Universal History*;
And it is with this very pen,
Our noble ancestors shine as galaxy!

We the people in realm of education,
Required to use this gift of God;
And to spread the light of knowledge,
With our books of own accord!

**Dr. Mahmudur Rahman**
Editor
EFFECTIVENESS OF TUTORIAL SUPPORT 
PROVISION AT ALLAMA IQBAL OPEN UNIVERSITY

By
Prof. Dr. Muhammad Rashid*

Abstract
This research article briefs the system of Allama Iqbal Open University. Special emphasis is being laid on the role of tutorial support in which tutor is the key personnel who has to conduct the tutorials. Responsibilities of tutors are quantitatively discussed in the paper: Activity of tutors at AIOU; Tutor opinions on the purpose of tutorials at AIOU; Tutor rating of the purpose of tutorial support in AIOU; Tutor readiness to undertake specific types of tutorial activity, Tutorial processes identified by tutors as taking place at AIOU, student and, tutors satisfaction with tutorial provision. So, this study concludes that as a group the tutors seem to regard their most important role in providing academic support related to course contents offered by AIOU.

The Allama Iqbal Open University is organized along lines similar to those of the British Open University. The headquarters is based at Islamabad, but there are 48 regional Offices/Regional Coordinating Office throughout the country. These regional offices coordinate the face-to-face tutorial provision of the AIOU and are also responsible for local administration, examinations and counseling. As far as possible, AIOU students utilize the facilities of local study centers. Apart from a regular staff in each regional office, the majority of teaching staff tutors are employed on a part time basis.

The AIOU course materials which are prepared and distributed to students consist of textual materials supported by audio cassettes and a limited number of video cassettes. Broadcast radio is regularly used, but at present there is only a very limited programme of broadcast television.

The AIOU enrolled one million students in 2000-2001 (AIOU, 2000). The student may take courses of their own choice subject to the fulfillment of required criteria. The courses range from Matric level to Ph.D level. In one semester, a student can take two credits courses.

* Dean, Faculty of Education, Allama Iqbal Open University, Islamabad.
As in many distance education universities, face-to-face tuition is provided as an optional supplement to the distance learning materials through Holmberg (1981) points out that such personal contact can facilitate understanding. To this end, AIOU provides eight tutorials per semester for each course of study.

Purpose of the Study

Until recently (Rashid, M. 1999) no extensive study of the tutorial provision in AIOU had been undertaken. Since the AIOU is likely to be called upon to play an important role within the formal education system, it was deemed important to evaluate as fully as possible the elements which make up the teaching provision of the university.

In addition, much (but not all) of what has been published in relation to distance education in higher education (Faith, 1989; Keegan, 1986) has been based on studies of institutes in the developed world, notably Canada, Australia, Germany, Holland, the UK and the USA. This particular study relates specifically to the application of distance education in a developing country which also demonstrates unique geographical features which contribute to the problems to be overcome.

This paper seeks to identify the nature of the tutorial staff and examine their attitudes to tutorial provision within the AIOU, relating to the attitudes of AIOU students. The present study was conducted in one Regional Office of AIOU at Lahore.

The survey, conducted in late 1998 and early 1999, involved planning the distribution of questionnaires to four hundred tutors. Full details of questionnaires, the piloting procedures and the method of distribution and collection are described by the researcher. However, in short, tutors either completed their questionnaires at the end of a tutorial or had them collected by the author a few days later. In the end 1999 out of 400 tutors (72%) completed their questionnaires.

The Characteristics of the Tutors

The tutors surveyed were all employed on a part time basis and only ninety-five were female. Eighty four percent of all of the tutors were over 41 years of age, the rest being between 26 and 40. All tutors had, as a minimum, a BA degree or equivalent, but only 86% had a master's degree and a further 14% had a doctorate. However, the group as a whole were experienced in higher education in Pakistan with 79% were holding the rank of lecturer or above in other institutions. These 79% had more than 10 year's service in higher education.
Seventeen percent of the tutors had worked for AIOU for at least 3 – 4 years. The AIOU has therefore clearly set out to appoint mature, experienced tutors as the core of their part time staff. The question which arose was: 'How well could these experienced tutors (from a traditional environment) manage in a distance education institution?'

The Role of Tutor


The researcher decided to examine two broad issues relating to tutor attitudes and behaviour in tutorials:

(a) Tutor conceptions of the purpose of tutorials at AIOU.
(b) Tutor conceptions of the tutorial processes.

(a) The purpose of tutorials

The main functions of the tutors at AIOU as pointed out by Rashid, M. (1998, p.87) are as under:

1. To solve learning difficulties of the learners.
2. To provide feedback to the learners regarding assignments, practically.
3. To establish cognitive support with the learners.
4. To organize instructions which will correspond to the pace of learning of the learner.
5. To organize activities leading to the environment of personality.
6. To identify and foster desirable personality traits.
7. To prepare tests and evaluate learners.
8. To organize remedial teaching.

However, each tutor was asked to describe the purpose of the tutoring work they did in the AIOU. This resulted in extensive open ended comments being given which were analyzed and classified into the following four aspects:

1. Tutoring which is clearly related to the academic problems of the students.
2. Tutoring which is oriented to general study skills.
3. The role of the tutor in dealing with general problems arising from students working within the overall distance education system.

4. The counseling role of the tutor.

As might be expected, several tutors preferred to work in more than one aspect, as such altogether the 400 tutors made 62 clearly identified points. These could be classified as shown in Table 1.

<table>
<thead>
<tr>
<th>Distance tutor activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with academic problems</td>
<td>26 (41.93%)</td>
</tr>
<tr>
<td>Dealing with study skills</td>
<td>11 (17.74%)</td>
</tr>
<tr>
<td>Dealing with general problems</td>
<td>18 (29.00%)</td>
</tr>
<tr>
<td>Counseling</td>
<td>7 (11.29%)</td>
</tr>
</tbody>
</table>

As a group the tutors, therefore, regard their most important role as providing academic support. However, 10 of the tutors did not mention this aspect at all, concentrating instead on the other aspects of tutorial work. The specific role of the distance education tutor has always involved a balance between the four roles identified above, but it appears that training provision for part time tutors within AIOU needs to clearly emphasize the complex role of the distance education tutors and to give special guidance in areas which are likely to assume importance in such a learning situation. Millard (1985) has identified the importance of tutor/counselors in supporting first year students in the British Open University and Rumble (1986) have emphasized the advantages to be gained from the tutor functioning as a student counselor as well as a subject tutor. It would perhaps be appropriate for the AIOU to formulate a clear policy in respect of tuition and counseling and their relationships within the tutorial programme.

The tutors were then asked to judge each of eleven factors as being legitimate aims of face to face and to assess the extent to which each relevant aim was being achieved by using the following key:

A: This is not a purpose of tutorials
B: This is a purpose but is only partly applied
C: This is a purpose and is applied
D: This is a purpose and is well applied.
The results are summarized in Table 2.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish a personal link</td>
<td>72</td>
<td>22</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>To provide an opportunity for student interaction</td>
<td>12</td>
<td>51</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>To provide practical experience</td>
<td>7</td>
<td>16</td>
<td>42</td>
<td>35</td>
</tr>
<tr>
<td>To help students to work with confidence when on their own</td>
<td>21</td>
<td>45</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>To provide a stimulus for written work</td>
<td>5</td>
<td>15</td>
<td>62</td>
<td>18</td>
</tr>
<tr>
<td>To encourage students to think independently</td>
<td>23</td>
<td>27</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>To form self-help groups</td>
<td>15</td>
<td>35</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>To develop students ability to solve their personal problems</td>
<td>42</td>
<td>30</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>To provide counseling services</td>
<td>15</td>
<td>16</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>To provide remedial support</td>
<td>26</td>
<td>30</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>To provide enrichment support</td>
<td>7</td>
<td>29</td>
<td>26</td>
<td>38</td>
</tr>
</tbody>
</table>

The greatest disagreements occurred in statement on (to establish a personal link between student and tutor) and statement eight (to help students to solve their personal problems). In responding in this manner the tutors were perhaps indicating a subconscious desire to distance themselves from their students are retain only subject related links. However, Dallos (1984, p. 113) emphasizes the importance of the tutor student relationship and suggests that for this to develop successfully there must be mutual understanding and acceptance. Rogers (1984), p. 365) also suggests that tutors should take responsibility for encouraging a warm, friendly atmosphere within tutorials and this is likely to come from a closer student tutor relationship than that which the AIOU tutors seem to want.

The responses to this somewhat complex question were then scored as follows:

- Not a purpose   —  0
- A purpose only partly applied —  1
- A purpose which is applied     —  2
- A purpose which is well applied  —  3
The results are presented in Table 3.

<table>
<thead>
<tr>
<th>Tutor ratings of the purpose of tutorial support in AIOU</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide practical experience</td>
<td>74</td>
</tr>
<tr>
<td>Provide a stimulus for written work</td>
<td>69</td>
</tr>
<tr>
<td>Facilitate environment support</td>
<td>69</td>
</tr>
<tr>
<td>To form self-help groups</td>
<td>53</td>
</tr>
<tr>
<td>To provide opportunity for student interaction</td>
<td>50</td>
</tr>
<tr>
<td>To encourage independent thought</td>
<td>50</td>
</tr>
<tr>
<td>To attend to personal problems</td>
<td>36</td>
</tr>
<tr>
<td>To develop personal links</td>
<td>16</td>
</tr>
</tbody>
</table>

From Table 3, it is clear that tutors see a range of relevant activities as applying to tutorial provision. Of these the ones which they believe are being achieved are those with the highest scores. Thus the provision of practical experience in tutorials, to provide a stimulus for written work, and the provision of general enrichment experiences are all seen to be well done. These items all relate to subject matter content. Interestingly, the second group all relate to self-study in some way (self-help groups, student interaction and independence), while the third group relate to counseling and remedial work. If these are taken to be accurate assessments by the tutors then the second and third areas (self-study and counseling work) are the areas which would merit attention in any initial or in-service tutor training which is being provided by AIOU. The tutors are obviously most confident that their work in stimulating written work and providing further insights and experiences relating to course content are already successful. However, in a distance learning context general advice on study skills and the counseling of students are likely to be important issues which the tutor is called upon to deal with in the absence of other personal contacts available to the students.

(b) **Tutorial processes**

Tutors were then asked to indicate how prepared they were to undertake eight specific tutorial activities which ranged from communicating with students to evaluating the tutorial process. Thus each item can have a score ranging from +2.0 to −2.0.
The results are presented in Table 4.

| Table - 4 |
|---|---|
| Tutor readiness to undertake specific types of tutorial activity % | |
| To give advice to students who are in need | 291 | 58.2 |
| To allow students to participate in actively | 296 | 59.2 |
| To be natural and honest with students (e.g., in admitting lack or knowledge) | 352 | 70.0 |
| To monitor what actually happens in tutorials | 80 | 16 |
| To evaluate the tutorial programme | 462 | 93 |
| To explore how a student experiences his or her own world | 210 | 42 |
| To evaluate the performance of students | 340 | 68 |
| Accepting students for what they are rather than for what they ought to be | 035 | 7 |

It can be seen that, while all items received a positive score, there were considerable differences in the responses. Predictably tutors see their most important role as giving advice where needed and in encouraging active participation. Being honest with students and maintaining tutorial processes also scored highly.

However, three items scored less well with one in particular (accepting students for what they are) almost scoring zero. This acceptance of a student is an important aspect of tuition in an institution like the AIOU where the students are likely to be more cosmopolitan, and varied in their background and experience, than those in a conventional degree programme. This seems to be true of other third world distance teaching universities (Rumble and Harry, 1982, p.112). However, this issue produced almost complete polarity on the part of the tutors. Interestingly, the tutors who disagreed most strongly with this statement were those holding postgraduate degrees and those with more experience in higher education. Such tutors appear to want students to conform to a stereotype or perhaps to their concept of an ideal student.

One item referred to the tutor’s role in evaluating students’ performances. In AIOU, tutors do not normally evaluate or assess learner performance, since exams and assignments are processed separately. Tutors seem not to be ready to accept this as part of their part-time tutorial role. However, as the AIOU expanded and has created more flexible planning provision (e.g. by allowing enrolment and commencement of study at twice in a year i.e. 1st February and 1st August every year. Also a centralized system of evaluation and assessment was established which proved to be unwieldy and inflexible. Assessments conducted by part-time tutors, with
appropriate centralized system of evaluation and assessment may provide to be unwieldy and inflexible. Assessments conducted by part-time tutors, with appropriate centralized monitoring, would confer considerable flexibility on the overall system and so part-time staff may ultimately needed to be trained in this respect.

When the tutor responses to the item on evaluation of students were examined against experience and qualification, no differences were seen. However, the tutors working in the education faculty were very much more prepared to evaluate student performance than their colleagues in other faculties. Before the AIOU education faculty was established, staff in institute of education were involved in pilot projects which used the willingness to utilize such procedures. However, it may be important for a distance teaching institutions, to develop a workable system of local assessments (suitably) controlled and monitored from the centre) since such systems may confer a greater degree of flexibility in course provision by the institution.

Tutors were also asked to identify the processes which regularly took place in their tutorials. A list of ten processes were presented and tutors rated these according to the degree with which they occurred in tutorials in the AIOU. The ten items were scored as in table 4 above and the ratings are presented in table 5.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Processes taking place in tutorials</th>
<th>Tutor rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Used to explore subject content in greater depth</td>
<td>386</td>
<td>77.2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Used to develop group skills in problem solving</td>
<td>372</td>
<td>74.4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Provide opportunities for discussion with individuals about content</td>
<td>374</td>
<td>74.8</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Provide opportunities for discussion with individuals about study problems</td>
<td>322</td>
<td>64.4</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Use mainly for remedial work</td>
<td>310</td>
<td>62.00</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Used for discussing study skills which the students need to acquire</td>
<td>275</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Allow an opportunity to conduct group discussions</td>
<td>262</td>
<td>52.4</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>No more than additional class-based lectures</td>
<td>38</td>
<td>7.6</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Used for chalk expository sessions</td>
<td>74</td>
<td>14.8</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Tend to change the emphasis from active to passive learning</td>
<td>18</td>
<td>3.6</td>
<td></td>
</tr>
</tbody>
</table>
From table 5 it is evident that in item 8 there was a rather divided response with 36% of tutors agreeing that tutorials are no more than lecture periods. When the tutors were examined with regard to this response it was found that 80% of the younger (under 40) group agreed with this, while only 20% of the older (over 40) group agreed. It seems clear then that age (and hence experience) is a significant factor which is likely to influence the behaviour of a tutor in tutorials and thus dictate the nature of those tutorials. It seems that the AIOU has been wise to appoint a preponderance of mature, experienced tutors to support its courses and those younger tutors may need specialist training provision in this respect.

Overall the responses show that ‘exploring the subject in greater depth’, ‘providing opportunities for discussion of content with individuals’ and ‘allowing the group to develop problem solving skills’ are perceived as the most important qualities of tutorials. These subject-related activities take precedence over issues regarding study skills and individual study problems, re-affirming the subject-orientated attitudes of the tutors.

Satisfaction with Tutorials

In order to check their satisfaction, the students were asked to indicate the degree of satisfaction with the tutorial provision. Tutors in this study were also asked to indicate whether they were satisfied or dissatisfied with the tutorial provision they had made. The results are summarized in table 6.

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>63%</td>
<td>94%</td>
</tr>
<tr>
<td>uncertain</td>
<td>17%</td>
<td>Not responded</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>20%</td>
<td>6%</td>
</tr>
</tbody>
</table>

It may be said that we are measuring a degree of self-satisfaction on the part of the tutors, since the response of the students, while being largely positive, is not ideal. It is suggested that student reasons for dissatisfaction are concerned more with the frequency of tutorials and the problems associated with attendance than with the quality of the tutorial provision itself.

Conclusion and Suggestions

1. The AIOU tended to appoint mature tutors, who are experienced in higher education, as the core of their part-time staff.

2. As a group, the tutors seem to regard their most important role as being to provide academic support related to course content. Attention to student
study skills and the counseling of students seem to be given lower priorities in the eyes of the tutors.

3. Perhaps predictably, tutors see their most important role as giving advice where needed and in encouraging active participation in tutorials. However they are reluctant to form close relationships with students.

4. Age and experience seem to be significant factors in influencing the behaviour of a tutor in tutorials and thus dictating the nature of those tutorials.

5. The AIOU needs to consider the training provision which it makes for part-time staff and to pay closer attention to the roles of a tutor which are not directly related to subject content.

REFERENCES


A COMPARATIVE STUDY OF TEACHER EDUCATION SYSTEM OF UNITED STATES OF AMERICA AND PAKISTAN

By
Dr. M. Zarfar Iqbal*
Dr. M. Ramzan**
Dr. Mahmood Hussain Awan***

Abstract
The study aimed at comparison of teacher education systems of United States of America and Pakistan. It focused on ascertaining the admission policies, education facilities, scheme of studies, commonalities and differences of teacher education programmes for pre-service training of secondary school teachers in USA and Pakistan. The prospective teachers, teacher educators and educational experts / administrators provided the information required for the analysis of data collected through questionnaires personally from Pakistan and through mail from America.

The study revealed that in USA, the prospective teachers were admitted to teacher education programmes on the basis of academic qualification. Teaching was not their final choice. They were aware of teacher education objectives and course outline was provided to them. A.V aids were used during their training, most of teaching methods were used, teaching practice period was enough, skills like stimulus variation, classroom management, silence and nonverbal cues, reinforcement of student participation, questioning – answering and effective communication were developed more than prospective teacher of Pakistan. American teacher educators have attended more conferences, seminars and workshops in foreign countries than the teacher educators in Pakistan. The objectives of teacher education were achieved during training by American teacher educators. The evaluation of model lessons, final lessons and teaching practice was proper. The facilities like library, laboratory, A.V aids, transportation, research, co-curricular activities and furniture were found in adequate in American.

On the other hand, in Pakistan the prospective teachers were admitted on the basis of qualification and interview. They considered teaching as their final choice. They were less aware of the objectives of teacher

* Professor Secondary Teacher Education Department, AIOU, Islamabad.
** Associate Professor and Head Department of Education in Karakoram International University, Gilgit.
*** Incharge, Special Education Department, AIOU, Islamabad.
education and course outline was not provided to them. During training A.V aids were least used, lecture method was mostly used and supervisor evaluated the teaching practice. The skills like maintaining discipline, using A.V aids, to make the summary of lesson and lecturing developed through teaching practice were more developed than USA. The evaluation by internal, external or both was significant in Pakistan. Training achieved less objectives, model lessons, final lessons and teaching practice were monitored and evaluated better in Pakistan. Time ratio between theory and practice was inadequate. The duration of teacher education programmes at bachelor and master level was not adequate in Pakistan.

Curriculum in Pakistan need revision and subjects like computer literacy, research techniques and comparative education be introduced be introduced as core subjects. Semester system with equal weightage to external and internal be introduced for the evaluation of the teacher education programmes. Research work in education would be revolutionized. Professional-trained teacher would be appointed in all teacher education institutions. The prospective teachers would be provided compulsory boarding and computerized laboratories. Only recognized institutions would be allowed to impart teacher education programmes.

**Theoretical Framework**

The teacher education has been defined by Good (1973) as, "all the formal and informal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities more effectively." Norton (1985) has described it in different words by saying: "Teacher education refers to the structures, instructions and process by means of which men and women are prepared for work in elementary and secondary schools. It is formal and informal instructions and training required for entry into teaching profession."

The quality education is directly related to the quality of instruction in the classrooms. Teacher is considered the most crucial factor in implementing all educational reforms at the grass root level. It is a fact that the academic qualifications, knowledge of subject matter, competency skills of teaching and the commitment of teacher have impact on teaching learning process. Recognizing the deterioration in quality of education at various levels, efforts need to be intensified to accord adequate priority to the effectiveness of teacher education programmes in the country. It becomes more important with our recent focus on ensuring massive access to education and to implement our commitment at international level towards "Education For All". (UNICEF, 1990) Richards (1991) narrated that education is a nation building activity. The quality of
education depends upon ability and efficiency of the teachers. This necessitates better and more elaborate mental equipment to enable a person to participate in civilized activities.

J. Own (1982) stated that entrusted to the teacher is the body, mind, heart and the soul of the child which is more susceptible and malleable than the potter's clay, more valuable than the miser's gold and more powerful than the scientist's atomic bomb. The job of the teacher is, therefore, a very crucial one. It is usually remarked that the school is worth precisely what the teacher is worth and for this reason an improvement in the teacher's education is a first step in any educational reform.

Zeichner (1983) stated that the fundamental task of teacher education is to develop prospective teachers' capacities for reflective action and help them to examine the moral, ethical and political issues as well as the instrumental issues that are embedded in their everyday thinking and practice.

**Teacher Education in Pakistan**

The teacher education system in Pakistan has quantitatively expanded to keep a reasonable equilibrium in the demand and supply situation. On the contrary, the qualitative dimension of teacher education programmes has received only marginal attention resulting in mass production of teachers with shallow understanding of both the content and the methodology.

Many factors are responsible for shaping the quality of teacher education. These factors range from ideological and socio-economic needs to the existing structure of education system as well as theories and practices of teaching and learning. The population pressure obviously remains a prime impetus for the rapid expansion of education in the years to come. The teacher education programme, being an integral part of the education system, has also expanded and will have to expand. But for effective utilization of human resources the essential qualitative aspects of teacher education will need to be reckoned with while meeting the pressures of demands on the system. The quality concerns of teacher education relate to policy formulation and planning, development and management of teacher education programmes, provision of adequate infrastructure to teacher training institutions, pre-service and continuous in-service education of teacher educators, regular enrichment of curriculum content, methods, evaluation techniques, teaching aids and other teacher related resources.

The existing teacher education programme in Pakistan is considered not being adequately responsive to the demands for quality education in the school system. The circumstances demand that a thorough investigation be made to explore the shortcomings of the teacher education system prevalent in the country in comparison to other countries to make useful recommendations. Due to the gravity of the situation study was designed.
To start with, let us have a look upon the existing teacher training structure in Pakistan given next page.

Figure 1
Structure of Teacher Education in Pakistan.

TEACHER TRAINING

**PRE-SERVICE**
- Primary
- Education Extension Centres
- Education Extension Centres
- Elementary School Teacher

**IN-SERVICE**
- Secondary
- Education Extension Centres
- PTOC of AIOU
- RTC of A.K.E.S
- Secondary School Teachers

**College/ University Teachers**
- B.A/ B.Sc - B.Ed. 12+3 Model
- B.Ed. 14+1 Model
- I.T.T. & R AJK

**C.T.**
- Distance Education Model
- B.Ed. of A.I.O.U
- Colleges of Education/ Depits/ IERS
- N.A.H.E. of U.G.C

**P.T.C.**
- C.T Agro
- College of Elementary Education
- A.I.O.U
- F.B.T of A.K.E.S

**C.T General**
To improve the quality of existing teachers, a variety of approaches will be adopted for their in-service training. These approaches will include distance learning through non-formal education, establishment of teacher resource centers at selected places, mobile teacher training programmes particularly for the female teachers in rural areas and on-the-job training through learning coordinators etc. The existing Education Extension Centers will be developed as Centers of Mobile Teacher Training. Innovative programmes of teacher training such as modular approach and audio/video cassettes containing training lessons will also be used. A system of incentives in the form of awards and recognition will be introduced by linking the career of teachers with their periodical in-service training and efficiency. (Govt. of Pakistan, 1994)

Table - 1
Allocation and Expenditure on Teacher Education in Five Years Development Plans in Pakistan (1st to 8th Development Plans)

<table>
<thead>
<tr>
<th>Description</th>
<th>Allocation (Rs. In Million)</th>
<th>Expenditure (Rs. In Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Plan (1955-60)</td>
<td>23.3</td>
<td>4.9</td>
</tr>
<tr>
<td>2nd Plan (1960-65)</td>
<td>17.4</td>
<td>17.5</td>
</tr>
<tr>
<td>3rd Plan (1965-70)</td>
<td>36.01</td>
<td>15.05</td>
</tr>
<tr>
<td>Non Plan Period (1970-78)</td>
<td>109.9</td>
<td>114.01</td>
</tr>
<tr>
<td>5th Plan (1978-83)</td>
<td>380</td>
<td>290.3</td>
</tr>
<tr>
<td>6th Plan (1983-88)</td>
<td>305.0</td>
<td>156.75</td>
</tr>
<tr>
<td>7th Plan (1988-93)</td>
<td>278.0</td>
<td>260.256</td>
</tr>
<tr>
<td>8th Plan (1993-98)</td>
<td>3360.0</td>
<td>616.931</td>
</tr>
</tbody>
</table>

Source: Govt. of Pakistan 1998a.

Table - 2
Development and Recurring Budget for Teacher Education in National Education Policy from 1998-2003 in Pakistan

<table>
<thead>
<tr>
<th>Description</th>
<th>Developing (Rs. in Million)</th>
<th>Recurring (Rs. in Million)</th>
<th>Total (Rs. In Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>904</td>
<td>3616</td>
<td>4520</td>
</tr>
<tr>
<td>Sindh</td>
<td>452</td>
<td>1808</td>
<td>2260</td>
</tr>
<tr>
<td>N.W.F.P</td>
<td>271</td>
<td>1085</td>
<td>1356</td>
</tr>
<tr>
<td>Balochistan</td>
<td>181</td>
<td>723</td>
<td>904</td>
</tr>
<tr>
<td>Federal</td>
<td>192</td>
<td>768</td>
<td>960</td>
</tr>
<tr>
<td>Total</td>
<td>2000</td>
<td>8000</td>
<td>10000</td>
</tr>
</tbody>
</table>

Teacher Education in USA

Massanari (1978) has stated that teachers education is necessary for training teachers and is an important function in all types of higher education institutions. Its status has changed. The multipurpose institutions of higher education have started programmes of teacher education. The academicians and teacher educators have joined together to meet the needs of prospective teachers. The professors of education are more research oriented and have been hired by colleges and universities. There is expansion of government funding in teacher education and greater involvement of colleges in the local community and schools.

The United States of America, consisting of 50 states, measuring 9629091 sq. km. is the fourth most populous country in the world. Among 272878000 total resident people, 38543000 are in elementary schools (grades K-8), 14902000 secondary school (grades 9-12), and 14889000 are enrolled in the colleges (Almanac, 2000). Public and private school are running parallelly. There are 1097000 secondary school teachers in public schools (Almanac, 1998).

Ornstein and Miller (1980) have described that till the nineteenth century, the situation in the United States was not better. One did not even have to graduate from college to teach. If one could read, write, and spell, and if one were of good moral character, one was qualified to teach, and anyone who wanted to become a teacher usually went before a local minister or a board of trustees associated with a religious institution to be certified.

The Teacher education is offered exclusively at the higher education level by universities, state colleges, liberal art colleges and schools in USA. The minimum requirement for teaching at elementary or secondary level in any of the fifty states is the bachelor degree, while almost half the states require teachers to obtain a post graduate degree within a given period. (NARIC, 1996) Teacher education in USA is given in structural paradigm on the next page.
UNESCO (1981) has narrated the highly significant aspect of further education for teachers in the United States is the fact that promotion and earnings are to some extent related to attendance at in-service courses, as recorded in the curriculum vitae. This accounts for the large number of teachers taking evening, weekend and, particularly, vacation courses. University institutes devote much of the summer to organize these courses, which are designed to provide refresher training on content and information on new teaching methods and material operational research is widespread. In the process of tackling day-to-day classroom
problems teaching participating in educational improvement programmes confirm or disprove the hypothesis under consideration and critically evaluate results.

**Comparison of Teacher Training Programmes of Pakistan and United States of America**

<table>
<thead>
<tr>
<th>Description</th>
<th>Pakistan</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of primary education</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Duration of secondary education</td>
<td>5 – 7</td>
<td>3 + 3</td>
</tr>
<tr>
<td>Total years of education required for admission to teacher training programme</td>
<td>12 – 14</td>
<td>12</td>
</tr>
<tr>
<td>Age of candidates at the time of entering in the teacher training programme</td>
<td>17 – 19</td>
<td>18</td>
</tr>
<tr>
<td>Duration of teacher training programme</td>
<td>3 – 1</td>
<td>4 – 5</td>
</tr>
<tr>
<td>Total year of education at completion of teacher training programme</td>
<td>15</td>
<td>16 – 17</td>
</tr>
<tr>
<td>Age of teacher on the completion of training for secondary school teacher</td>
<td>20</td>
<td>22 – 23</td>
</tr>
</tbody>
</table>

*Source: M. Z. Iqbal, 1996.*

**Statement of Problem**

The research study was conducted to compare the pre-service teacher education programmes of secondary school teachers of United States of America and Pakistan and to develop a strategy to improve secondary school teacher education programme of Pakistan.

The objectives of the study were as follows:

1. To compare the admission policies of educational institutions.
2. To compare teacher education facilities.
3. To compare the courses of studies, teaching methods and examination systems of both the countries.
4. To highlight commonalities and differences in teacher education programmes.
5. To develop a strategy to revamp teacher education programme in Pakistan.

**Procedure of Study**

(a) **Sample**

The sample of the study consisted of four teacher education institutions from Pakistan and four from United States of America. The following teacher education institutions were taken as sample from Pakistan and United States of America: Government College of Education (Men), Lahore.
- Government College of Education (Women), Lahore.
- Teachers' College, Columbia University, New York.
- College of Education, Ohio University, Ohio.
- College of Education, Michigan State University, Michigan.

From these sampled teacher education institutions twenty-five prospective teachers from each institution were taken randomly. In addition thirty teacher educators from Pakistan and thirty from USA were taken from the sampled institutions. Further, ten educational experts/administrators from Pakistan and ten experts/administrators from the sampled institutions of USA were included in the sample.

(b) **Instrumentation**

Three types of questionnaires, for prospective teachers, (Appendix-I) teacher educators (Appendix-II) and educational experts/administrators (Appendix-III) were developed. These questionnaires were administered in the sampled institutions for collection of data. The data were collected personally from Pakistani institutions and through mail from institutions of United States of America.

(c) **Delimitation of the Study**

The study was delimited to teacher education institutions preparing secondary school teachers in Pakistan and United States of America. It was confined to pre-service training of prospective secondary school teachers of both countries.

(d) **Collection of Data**

The data were collected through questionnaires developed for prospective teachers, teachers educators and educational experts/administrators having two option responses and three or five point scale responses.

The questionnaire developed for prospective teachers contained eighteen questions. First question was about the teacher education programmes being offered by the institutions. Question No. 2 to 16 were on two option responses and multiple choice whereas last two open ended questions were asked about the weaknesses and the suggestions to improve the teacher education programmes for secondary school teachers.

One hundred and twenty questionnaires were mailed for collection of data to the Directors/Deans of Education departments of sampled institutions in USA.
After two months only 58 questionnaires were received. Pursuing them again and again, 29 questionnaires were returned from the US teacher education institutions.

From the teacher education institutions of Pakistan, one hundred questionnaires of prospective teachers were got filled by personal visit of the institutions. The second questionnaire was developed for sixty teacher educators from USA and Pakistan. The questionnaire contained twenty seven questions. First six questions were about personal data of teacher educators whereas question numbers 7 to 25 were on two option responses and multiple choice. and last two questions were open ended. In open-ended questions, the weaknesses and the suggestions to improve the teacher education programmes for secondary school teachers were asked.

Thirty five questionnaires were mailed to teacher educators of the sampled institutions in USA. After two months, 21 questionnaires were received. By pursuing again and again 07 questionnaires were also received after one month making a total of 28.

From sampled teacher education institutions of Pakistan, 30 questionnaires were got filled by personal visits of the institutions.

During the same period, a questionnaire developed for 10 educational administrators / experts was mailed to sampled teacher education institutions of USA. After two to three months, by pursuing again and again all questionnaires were received.

From Pakistani sampled institutions of teacher education, questionnaire developed for educational experts and administrators was got filled through personal visits of those institutions.

Data Analysis of Interpretation

\( H_0 \) There is no significant difference between Pakistan and USA in appropriateness of period of teaching practice.

| Table - 3 |

<table>
<thead>
<tr>
<th>Appropriateness of period of teaching practice in USA and Pakistan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country</strong></td>
</tr>
<tr>
<td>Pakistan</td>
</tr>
<tr>
<td>USA</td>
</tr>
<tr>
<td>df = 1</td>
</tr>
</tbody>
</table>

24
Table 3 shows the difference between Pakistan and USA regarding appropriateness of period of teaching practice in developing teaching skills among the prospective teachers found to be significant at 0.05 level. Hence, null hypothesis was rejected.

It shows that the prospective teachers from Pakistan regard the period of teaching practice as inappropriate. It is supported by Siddique, (1992), UNESCO (1987), Farooq (1990), Govt. of Pakistan (1998d) and Akbar (2001).

The prospective teachers from USA are satisfied with the period of their teaching practice.

\( H_0 \) There is no significant difference between Pakistan and USA in the objective of teacher education to make prospective teachers competent in dealing with the students on the basis of individual differences.

**Table - 4**

<table>
<thead>
<tr>
<th>Country</th>
<th>Yes</th>
<th>No</th>
<th>( X^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>46</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>78</td>
<td>07</td>
<td>34.987</td>
</tr>
</tbody>
</table>

\( df = 1 \)

\( X^2_{(tab.)} = 3.841 \)

Table 4 depicts that the objective of teacher education to make the prospective teachers competent in dealing with the students on the basis of individual differences found to be significantly different at 0.05 level. Hence, null hypothesis was rejected.

It shows that the objective of teacher education to make the prospective teachers competent in dealing with the students on the basis of individual differences is highly developed in USA than Pakistan during training.

A research study by Iqbal (2000) shows that the majority of the respondents with a mean score of 2.16/3.00 are satisfied that the students are attended on the basis of individual differences.

\( H_0 \) There is no significant difference between Pakistan and USA regarding teaching profession as final choice for prospective secondary school teachers.
Table - 5
Teaching profession as final choice for prospective secondary teachers of Pakistan and USA

<table>
<thead>
<tr>
<th>Country</th>
<th>Yes</th>
<th>No</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>66</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>46</td>
<td>37</td>
<td>4.035</td>
</tr>
</tbody>
</table>

df = 1

\[ X²_{(tab.)} = 3.841 \]

Table 5 indicates the difference between Pakistan and USA regarding teaching profession as final choice found to be significantly different at 0.05 level. Hence, the null hypothesis was rejected.

It shows that in Pakistan most of the prospective secondary school teachers admitted to bachelor and master level teacher education programmes select teaching profession as final choice in their career whereas, in USA, teachers change the profession even after receiving the certificate and license for teaching.

It has been described by Government of Pakistan (1998a) that in Pakistan teaching is last choice for the young men.

A research study by Govt. of Pakistan (1998b) shows as 72 percent of respondents were satisfied with the profession of teaching. Teaching was first choice of 51 percent, second choice of 65 percent and 51 percent regarded teaching as third choice.

\[ H₀ \] There is no significant difference between prospective secondary school teachers of Pakistan and USA regarding the development of teaching skill “the class room management” by teaching practice.

Table - 6
The development of teaching skill “class management” by teaching practice

<table>
<thead>
<tr>
<th>Country</th>
<th>Yes</th>
<th>No</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>67</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>69</td>
<td>11</td>
<td>4.049</td>
</tr>
</tbody>
</table>

df = 1

\[ X²_{(tab.)} = 3.841 \]

Table 6 shows the difference between prospective secondary school teachers of Pakistan and USA regarding the development the teaching skill “the class room management” by the practice teaching found to be significant at 0.05 level. Hence, null hypothesis was rejected.
It is depicted that by practice teaching the teaching skill “the class room management” is more developed in the prospective teachers of USA than Pakistan.

The research studies by Akbar (2001) and Govt. of Pakistan (1998d) reveal that the teaching skill, classroom management is not properly developed in prospective secondary school teachers of Pakistan.

\[ H_0 \] There is no significant difference between prospective secondary school teachers of Pakistan and USA regarding development of the teaching skill “lecturing” developed by practice teaching.

**Table - 7**

<table>
<thead>
<tr>
<th>Development of the teaching skill lecturing by practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country</strong></td>
</tr>
<tr>
<td>Pakistan</td>
</tr>
<tr>
<td>USA</td>
</tr>
</tbody>
</table>

\[ \text{df} = 1 \quad X^2_{(\text{tab.})} = 3.841 \]

Table 7 indicates the difference between prospective secondary school teachers of Pakistan and USA regarding the development of teaching skill, “lecturing” developed by practice teaching found to be highly insignificant at 0.05 level. Hence, null hypothesis was accepted.

It means that the teaching skill “lecturing” by practice teaching in prospective teachers of Pakistan and USA is equally developed.

A research study by Govt. of Pakistan (1998b) shows that 76 percent of respondents resort to lecturing frequently. It is supported by Farooq (1990).

**Table - 8**

**Suggestions made by prospective teachers in teacher education programmes in Pakistan**

<table>
<thead>
<tr>
<th><strong>Sr. No</strong></th>
<th><strong>Suggestions</strong></th>
<th><strong>Responses</strong></th>
<th><strong>Percentage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Improve teaching methods/skills</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>ii</td>
<td>Computer education be included as a core subject in the scheme of studies</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>iii</td>
<td>Highly qualified and trained teachers be appointed</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>iv</td>
<td>Frequent and proper use of A.V aids</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>v</td>
<td>Better facilities be provided to teachers</td>
<td>54</td>
<td>54</td>
</tr>
</tbody>
</table>
These suggestions have been supported by research studies of Govt. of Pakistan (1998c), Farooq (1990), Alam (2002) and Akbar (2001).

Shah (2002) has recommended that more emphasis should be focused on interpersonal communication skills, critical thinking, problem solving skills and technical knowledge in teacher education programmes for secondary school teachers of Pakistan.

In a research study Rehman (2001) has recommended that teacher should take steps to explore the relative suitability of different instructional methodologies for raising the level of self-concept in pupils.

$H_0$ There is no significant difference between Pakistan and USA regarding sufficiency of the prevalent duration of teacher education programmes at bachelor level.

<table>
<thead>
<tr>
<th>Country</th>
<th>Yes</th>
<th>No</th>
<th>$X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>04</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>11</td>
<td>17</td>
<td>4.14</td>
</tr>
</tbody>
</table>

$df = 1 \quad X^2 (tab.) = 3.841$

Table 9 indicates the prevalent duration of teacher education programmes at bachelor level found to be significant at 0.05 level. Hence, the null hypothesis was rejected.

It shows that the teacher educators in Pakistan are not satisfied with the duration of bachelor level teacher education programmes. While in USA duration is taken as sufficient.

The research study by Farooq (1990) shows that 75.6 percent of teacher educators in Pakistan were not satisfied with the duration of teacher education programmes.

The Government of Pakistan (1998a) has noted that the duration of existing teacher education programmes is shorter in Pakistan than USA.

Akbar (2001) shows that 87 percent of the respondents are not satisfied with the duration of teacher education programmes and Govt. of Pakistan (1998c) has also found that the duration of teacher education programmes is short in Pakistan as compared with USA.
UNESCO (1992) has also shown that duration of teacher education programmes is shorter than developed countries.

Elahi (2001) in her research study recommended that the duration of teacher training must be enhanced.

The research study by Mahmood (1999) shows that duration of teacher education programmes is short in Pakistan and should be enhanced.

**H₀** There is no significant difference between Pakistan and USA in using lecture method in teacher education institutions.

<table>
<thead>
<tr>
<th>Table - 10</th>
<th>Use of lecture method in teacher education institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Pakistan</td>
<td>25</td>
</tr>
<tr>
<td>USA</td>
<td>14</td>
</tr>
<tr>
<td>df = 1</td>
<td></td>
</tr>
</tbody>
</table>

Table 10 shows the usage of lecture method in teacher education institutions in both countries found to be highly significant at 0.05 level. Hence, the null hypothesis was rejected.

It means that teacher educators of Pakistan use lecture method frequently in teacher education institutions, whereas in USA this method of teaching is not frequently used.

There is a frequent use of lecture method in Pakistan teacher education institutions as supported by Farooq (1990), Govt. of Pakistan (1998c) Hoodbhoy (1998) and Akbar (2001).

SEARAT (1998) reports that there is a frequent use of lecture method as majority of respondents with a mean score of 2.47/3.00 supports in the teacher education institutions of Pakistan.

The research study of Iqbal (2000) depicts that the majority of teacher educators use lecture method with mean score of 2.17/3.00 in teacher education institutions.

Mahmood (1999) has concluded that there is excessive use of lecture method in teacher training institutions.
There is no significant difference between Pakistan and USA in using teaching aids in the classes.

Table - 11
Use of teaching aids in teacher education institutions

<table>
<thead>
<tr>
<th>Country</th>
<th>Yes</th>
<th>No</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>21</td>
<td>07</td>
<td>6.787</td>
</tr>
</tbody>
</table>

\[ df = 1 \quad X^2_{(\text{tab.})} = 3.841 \]

Table 11 shows the use of teaching aids in teacher education institutions in both countries found to be highly significant at 0.05 level. Hence, the null hypothesis was rejected.

It means that during instruction teaching aids are more frequently used in USA than Pakistan.

SEARAT (1998) reveals that in Pakistan teaching/instructional aids are used with a mean score of 1.14 in teacher education institutions. Majority of respondents' report that teacher educators use A.V aids during training with a mean score of 3.35/4.00.

Farooq (1990) shows that majority of teacher educators for secondary school teachers of Pakistan (82.9%) frequently use A.V aids during training.

A research by Iqbal (2000) shows that the use of instructional aids makes the instruction effective as majority of respondents with a mean score of 2.82/3.00 are satisfied.

There is no significant difference between Pakistan and USA regarding the evaluation of the performance of prospective teachers by internal, external or both methods.

Table - 12
Evaluation of performance of prospective teachers by internal, external or both systems

<table>
<thead>
<tr>
<th>Country</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>29</td>
<td>1.70</td>
<td>1.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>27</td>
<td>2.10</td>
<td>1.30</td>
<td>0.33</td>
<td>1.23</td>
</tr>
</tbody>
</table>

\[ df = 59 \quad t_{(\text{tab.})} = 1.98 \]

30
Table 12 indicates the evaluation of performance of prospective teachers by internal external or by both systems of examination found to be insignificant at 0.05 level. Hence, the null hypothesis was accepted.

It means that in USA performance is evaluated by different method and Pakistan has a different method.

Bashir (2002) has recommended in his research study that curriculum based internal cum external system of examination of equal weightage should be developed for continuous evaluation.

In his research study, Mahmood (2000) has recommended continuous performance evaluation.

**Conclusion**

On the basis of analysis of the research following conclusions were drawn:

1. Majority of the respondents from Pakistan stated that qualification record and interview was the admission criteria whereas in USA, majority of the respondents stated that only academic qualification was the admission criteria.

2. The average age of the candidate at the time of entering the teacher training programme at secondary level in Pakistan was 17/19 years, total years of education required for admission to training programmes was 12/14 years and the duration of training was 3/1 years whereas in USA the total age of candidate at the time of entering the teacher training programme at secondary level was 18 years, total years of education required for admission to training programme was 12 years and the duration of training was 4/5 years. The duration of teacher training programme at secondary level was found shorter in Pakistan than USA.

3. Majority of the US respondents agreed that the admission policy to teacher education programmes was satisfactory whereas in Pakistan the respondents were not satisfied. The ratio between theory and practice was adequate in USA but not in Pakistan.

4. Majority of the respondents in Pakistan took the teaching profession as final choice whereas, in USA it was not their final choice. American leave the profession whenever provided a better employment opportunity.

5. The majority of the prospective teachers in Pakistan stated that the major objective of teacher education programme was to create
commitment to national ideology whereas in USA, the objectives were to create interest, critical thinking, competency, to provide knowledge of content and training in teaching techniques and to develop competency to understand the students problems.

6. Majority of the respondents stated that discussion and lecture method were equally used in Pakistan and USA, whereas problem solving method, demonstration and problem solving methods and question-answer method were mostly used in USA the use of these teaching methods was least in Pakistan.

7. Majority of the respondents from USA concluded that assignments should be a compulsory component of teaching learning process. Also the present evaluation system of USA was found to be satisfactory. In Pakistan, majority of the respondents favoured the internal, external and in same cases both internal and external system of examination in teacher education institutions.

8. Procedure to evaluate the model lessons, final lessons and teaching practice was better in USA than Pakistan whereas Pakistani respondents stated that evaluation may be made by the teacher educator, head of the institute or by the panel of the experts.

9. Most of the respondents from both countries stated that only supervisor was the evaluator of teaching practice during training programmes. This is a common thing between Pakistan and USA.

10. Most of respondents stated that sufficient time ratio between theory and practice was of adequate in USA whereas inadequate in Pakistan.

11. The educational facilities in teacher education institution of USA were found as per requirements whereas in Pakistan these facilities are available to some extent.

**LITERATURE CITED**


STUDENTS’ PERCEPTIONS TOWARDS SERVICE QUALITY IN PUBLIC AND PRIVATE UNIVERSITIES IN PAKISTAN

By
Ahmad Kaleem*
Rahmat Ullah**

Abstract
This article explores the discrepancies between students’ perceptions and expectations towards educational services provided at their universities. Three universities are selected from the public sector and four universities are selected from the private sector. SERVQUAL model is used as research instrument with five service quality (SQ) determinants comprised of ten service attributes. Primary data is collected through a questionnaire specifically designed on Likert scale ranking 1 for “not important at all” to 5 for “most important”. Empirical findings conclude that undergraduate students expect more than graduate students in terms of personal attention and guidance about their future. Further evidence suggests that students’ satisfaction level in public universities increases with the passage of time while decreases in private universities.

Introduction
Service quality is considered as an emerging feature of the literature in marketing that involves researchers in understanding consumers’ expectations and perceptions. The concept has also started to gain attention in higher educational institutions. Renowned Educationalist like Brigham (1994) found that there is mounting pressure from the students, parents, alumni, employers, to close the widening gap between expectations towards their institutional expected performance and the actual performance. On other side, universities actively monitor the quality of their services and commit to continuous improvements in an effort to respond towards the students needs. The identification and improvements in business education can have lasting effects on the institution and the students it serves. This can influence student recommendations of their

* Ahmad Kaleem is an Assistant Professor at COMSATS Institute of Information Technology, Lahore, Pakistan. Email: akaleem@ciitlahore.edu.pk

** Rahmat Ullah is a Research Associate at University of Management and Technology, Lahore, Pakistan. Email: research@umt.edu.pk
programmes to others, as well as their future monetary contributions in support of their university (Allen and Davis, 1991).

Parasuraman (1988, 1991, and 1993) have done significant work to measure service quality (SQ) across a broad spectrum of services. The author developed and refined SERVQUAL, a 22-item instrument which captures customers' expectations of service and their perceptions of the service received. Parasuraman (1993) defines expectations of service as what a customer believes excellent in a particular service industry and perceptions of service as the evaluation of the service offered by a particular firm in that industry. He then used factor analysis technique to identify five major dimensions that signal quality to the customers consisting of tangibles, reliability, responsiveness, assurance and empathy. These five factors are described as follows:

1. Tangibles: Consist mostly of items that are associated with the physical environment where the service is produced and consumed.
2. Reliability: Concerns items which relate to the service providers' ability to perform dependably and accurately.
3. Responsiveness: Comprises items which are associated with the service employees' willingness to help customers and provide prompt service.
4. Assurance: Is made up of items which describe the knowledge and courtesy of employees and their ability to inspire trust and confidence.
5. Empathy: For its part, is loaded with items which correspond to the caring, individualized attention which service companies give to their customers.

This article checks the students' perceptions towards the service quality in Public and Private Universities in Pakistan. Since service quality and student satisfaction are important factors in retention, it is important for the universities to measure quality of the services provided and also define tools for continuous improvement. Coate (1990) wrote that "quality is what our customers tell us it is, not what we say it is." This article tries to answer the following research questions:

1. To what extent are public and private universities meeting the expectations of their students?
2. Do discrepancies exist among students’ expectations and perceptions towards the services quality (SQ) provided at public and private universities?

3. Do discrepancies among various SQ dimensions increases or decreases with the passage of time?

A modified SERVQUAL model has been designed containing ten attribute and five SQ dimensions. Based on convenient sampling, 1000 questionnaires were distributed. 631 responses were received and 580 from three public and private four universities were taken into analysis. The article reveals the gap between services provided and demanded and also compares the universities against graduate and undergraduate student segments.

**Literature review**

Consideration towards service quality has increased substantially in recent years, (Dotchin and Oakland, 1994, Gupta and Chen, 1995; Kettinger and Lee, 1995; McDaniel and Louargand, 1994). The arrival of total quality management (TQM) in higher education began slightly in the 1980s with increasing interest in the early 1990s. This growing interest in TQM motivate institutions to cope with an increasingly desperate set of fiscal circumstances, and tremendous pressure from their customers to update and improve the quality of their services (Brigham, 1994; Ewell, 1993; Zemsky et al., 1993). The definition of quality has evolved from "quality is excellence", to "quality is value", to "quality is conformance to specifications", to "quality is meeting and/or exceeding customers' expectations" (Reeves and Bednar, 1994). The customers can provide valuable information to management, for designing service delivery systems which can enhance customer satisfaction and for adapting the university environment to the students' needs (Hampton, 1993). In the design of quality improvement programmes it is thus the customers' definitions of quality which count, since management may make the wrong assumptions as to how customers actually see the service quality. Assumptions such as these could lead to the establishment of improper priorities with regard to quality control standards in business education (Nightingale, 1983). Taking customer satisfaction into consideration, a knowledge about and better understanding of the process and the various characteristics, qualities and attributes which underlie students' perceptions of quality are required. PZB (1991) therefore proposed that the consumer's opinion of quality is formed by an internal comparison of performance with expectations. The quality service is defined as that in which the consumer's perception of service performance meets or exceeds their expectation of what the service firm should do. The key to service quality then is to meet or exceed consumer expectations.
Moody (1983) suggests that to meet the needs of new changing businesses, universities must produce graduates who are far beyond the crowd. Graduates will need a broad range of skills, including a better understanding of foreign cultures and a better grasp of all the operations sections of a given company. Lewis & Jenny, (1992) studied motivations and expectations of MBA students at 3 universities in the UK. They noted that students at the beginning of their MBAs did not necessarily have specific agendas and objectives in relation to the expected course content. However, studying other dimensions of students expectations can help to improve educational practice.

Gaston (1997) has analyzes the concept of service quality in business education with data of 388 respondents from universities. He identified seven factors which influence student evaluations of service quality: reputation, administrative personnel, faculty, curriculum, responsiveness, physical evidence and access to facilities. Aluttoo (1991), to meet the expectations of stakeholder of universities, recommends: (a) focusing on process, not the simple production of a document, (b) identifying barriers to success and points of resistance, (c) creating symbols of change, (d) understanding participants in the process, (e) leading the commitment to change, and (f) restructuring support systems, including organizational structure, compensation systems, and recruitment. Sneider (1995) says "Our schools are the community's schools. If we are to be responsive to the community, then we have to understand their expectations and should borrow ideas from the business community to improve the quality of education."

Low (2000) noted that the provision of quality service to students on campus is a key element in attracting and retaining students and failure to attract or satisfy students would negatively impact student enrollment and retention, finding job security and viability of a university or educational institute. Canic and McCarthy (2000) suggested that for many years, the notions of service quality and higher education seemed about as compatible as oil and water and decades-old institutions were not readily amenable to continuous quality improvement initiatives.

Branda and Baron (2000) argued that there are many items related to duties carried out by non academic staff e.g. administrators and faculty support staff, over whom the academic staff may have no direct control. Academic staff should also take care of non-academic issues in order that students attain satisfaction with their studies. The students are not interested in university organizational hierarchies, and accept all university staff to work together.
Sadiq & Nassar (2004) undertake a case study of a business school within a leading university in the Middle East, by taking the 310 sample of respondents and examined the services quality of business school. They concluded that the educational institutes are just beginning to view themselves as part of a service industry, and many are doing so reluctantly. Educational institutions must pay attention to the quality of its "products" and its relationships with its "customers".

Study Sample and Data Collection Process

This study selects three universities/institutes (COMSATS Institute of Technology, Government College University and University of the Punjab) from the public sector and four universities/institutes (Lahore University of Management Sciences, University of Management and Technology, University of the Central Punjab and Lahore School of Economics) from the private sector. All these universities are located in Lahore. Trained interviewers visited each university and selected respondents randomly.

The study selected sample respondents of 1000 students representing the students' population of universities in Pakistan. The required data was collected through a specifically designed questionnaire under SERVQUAL model. The questionnaires were passed to and received simultaneously by hand. Therefore, 631 completed questionnaires out of 1000 were easily achieved. 51 carelessly filled questionnaires were rejected to further improve the quality and strength of data. Finally the 58% questionnaires were taken for analysis purposes which consider quite satisfactory.

The questionnaire consisted of five SQ determinants, were taken from SERVQUAL model: tangibles, reliability, responsiveness, assurance and empathy. This questionnaire covered ten attributes/ aspects to determine the students’ perceptions and expectations towards services provided at their respective universities. The factors were adapted from the relevant literature on SERVQUAL model, personal experience, and interviews with various educationists and students of universities (Pakistan). In answering the questions, respondents were assured of the confidentiality of their responses and their names were not solicited. Lastly, five-point Likert type questionnaire was designed scaling factors ranging 1 stands for “not important at all” to 5 for “very important". The data were processed and analyzed using SPSS software package.
Results

Table - 1
Reliability Tests of Five Service Quality Dimensions

<table>
<thead>
<tr>
<th></th>
<th>Public Universities</th>
<th>Private Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td>Expectation</td>
</tr>
<tr>
<td>Tangibles</td>
<td>0.697</td>
<td>0.733</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.617</td>
<td>0.792</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>0.617</td>
<td>0.692</td>
</tr>
<tr>
<td>Assurance</td>
<td>0.681</td>
<td>0.753</td>
</tr>
<tr>
<td>Empathy</td>
<td>0.727</td>
<td>0.845</td>
</tr>
<tr>
<td><strong>Total Reliability</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reliability test

Cronbach’s coefficient alpha is calculated to measure the internal consistency of the five SQ determinants: tangibles, reliability, responsiveness, assurance and empathy, covering both performances and expectations of students from universities. Table 1 shows that alpha coefficient for public universities ranges from 0.617 to 0.727 in case of performances and from 0.692 to 0.845 in case of expectations. Alpha coefficient for private universities ranges from 0.620 to 0.737 in case of performances and from 0.703 to 0.758 in case of expectations. Achieving the total reliability of 0.82 in 580 sample size confirms the strength of data and high rate of internal consistency with five selected SQ determinants.

Table - 2
Mean Comparison of Five Service Quality Dimensions

<table>
<thead>
<tr>
<th></th>
<th>Perform-</th>
<th>Expecta-</th>
<th>Differences</th>
<th>T Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities (n = 249)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangibles</td>
<td>3.268</td>
<td>3.914</td>
<td>-0.646</td>
<td>-8.22</td>
<td>0.000</td>
</tr>
<tr>
<td>Reliability</td>
<td>3.165</td>
<td>3.855</td>
<td>-0.69</td>
<td>-8.47</td>
<td>0.000</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>3.229</td>
<td>3.922</td>
<td>-0.693</td>
<td>-7.84</td>
<td>0.000</td>
</tr>
<tr>
<td>Assurance</td>
<td>3.216</td>
<td>3.888</td>
<td>-0.672</td>
<td>-8.53</td>
<td>0.000</td>
</tr>
<tr>
<td>Empathy</td>
<td>3.253</td>
<td>3.938</td>
<td>-0.685</td>
<td>-7.94</td>
<td>0.000</td>
</tr>
<tr>
<td>Private Universities (n = 330)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangibles</td>
<td>3.215</td>
<td>4.153</td>
<td>-0.938</td>
<td>-13.95</td>
<td>0.000</td>
</tr>
<tr>
<td>Reliability</td>
<td>3.25</td>
<td>4.113</td>
<td>-0.863</td>
<td>-13.34</td>
<td>0.000</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>3.168</td>
<td>4.123</td>
<td>-0.955</td>
<td>-14.20</td>
<td>0.000</td>
</tr>
<tr>
<td>Assurance</td>
<td>3.061</td>
<td>4.08</td>
<td>-1.019</td>
<td>-15.65</td>
<td>0.000</td>
</tr>
<tr>
<td>Empathy</td>
<td>3.168</td>
<td>4.121</td>
<td>-0.953</td>
<td>-15.11</td>
<td>0.000</td>
</tr>
</tbody>
</table>
Discrepancy Measurement between Performance and Expectation across Universities

Table 2 examines the gap between desired and delivered services quality, in terms of five selected SQ dimensions, of the universities. Paired sample T test is computed for the required results. Table 2 shows significant gaps between performance and expectations in all the five dimensions in case of both private and public universities. Public universities show discrepancy in the order of reliability, responsiveness, empathy, assurance and tangibles. Similarly, private universities show greater discrepancy in the order of assurance, empathy, responsiveness, reliability and tangibles. Table 2 concludes that the public universities provide less attention towards the changing expectations of the students and don’t give proper attentions towards the promised educational standards. Private universities are more customized and services oriented but need to provide assurance in their announced policies. The students from private universities pay high tuition fees and expect more courtesy and attention. Interestingly, students from both public and private universities consider the tangibles assets as least important in.

Generalized Multivariate Linear Model (GMLM)

To make further in-depth investigations the data is segregated into undergraduate students and graduate students groups. Generalized Multivariate Linear Model (GMLM) is estimated, under each group, to test the overall linkage between the years studied with service quality determinants. The model is specified in the following form:

\[ Y = \alpha + B_1 \text{Year Studied} + \varepsilon \]

Where

\( Y \) is a vector of dependent variable

\( X \) is a vector of selected independent variable

Table - 3

<table>
<thead>
<tr>
<th>Public Universities (n = 249)</th>
<th>Undergraduate Students</th>
<th>Intercept</th>
<th>Year Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>1.05</td>
<td>0.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.00)</td>
<td>(0.04)</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>1.13</td>
<td>0.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.00)</td>
<td>(0.15)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private Universities (n = 330)</th>
<th>Undergraduate Students</th>
<th>Intercept</th>
<th>Year Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>1.07</td>
<td>0.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.00)</td>
<td>(0.05)</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>1.13</td>
<td>0.08</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.00)</td>
<td>(0.14)</td>
</tr>
</tbody>
</table>

*P values are shown in parenthesis.
The results from GMLM model show that only undergraduate students indicate statistically significant relationship with five selected SQ determinants. It shows P values of 0.04 in case of public universities and 0.05 in case of private universities. Both figures fall in the acceptable region. Table 3 clearly indicates that the undergraduate students’ perception towards the service quality provided changes with the passage of time. Interestingly, the graduate students don’t indicate significance relationship in any case.

| Table - 4 |
| Analysis of Difference of Service Quality Dimensions across Undergraduate Students (ANOVA) |

<table>
<thead>
<tr>
<th></th>
<th>Public Universities</th>
<th>Private Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F-Statistics</td>
<td>P-Value</td>
</tr>
<tr>
<td>Tangibles</td>
<td>0.34</td>
<td>0.71</td>
</tr>
<tr>
<td>Reliability</td>
<td>2.21</td>
<td>0.11</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>0.62</td>
<td>0.53</td>
</tr>
<tr>
<td>Assurance</td>
<td>5.88</td>
<td>0.00</td>
</tr>
<tr>
<td>Empathy</td>
<td>4.27</td>
<td>0.02</td>
</tr>
</tbody>
</table>

Analysis the Level of Discrepancies between Performance and Expectation across Undergraduate Students

One-way ANOVA is performed to analyze the mean differences between performance ad expectations at undergraduate students’ level under each SQ dimension separately. Table 4 shows that significant discrepancies arise only in case of assurance and empathy in both public and private universities. No significant mean differences have been found in case of SQ dimensions: tangibles, reliability and responsiveness. The results conclude that both public and private universities should provide proper attention towards the needs of the students. Universities should also design standard educational policies keeping in mind the future needs of their students.

The Percentages of Difference in Performance and Expectation between Public and Private Universities

The next section analyzes the ratios for public and private universities. It further classifies the above undergraduate respondents into two groups. that is, high gap group (HGG) and low gap group (LGG). HGG is the respondents that show a minus discrepancy of performance and expectation and LGG is the one that show zero or plus discrepancy of performance – expectation.
Table 5 analyzes the HGG (higher group gap) and LGG (lower group gap) of undergraduate students. It further segregates the undergraduate students’ data into three separate time series according to their enrollments years, that is, 1st year, 2nd year and 3rd. The results show that HGG ratios gradually improve in case of public universities. The gaps decline from 68% to 50% under assurance and from 61% to 44% under empathy. It indicates increase in overall students’ satisfaction level with the passage of time. Contrary, private universities records incline in HGG ratios gaps from 69% to 84% under assurance and from 62% to 82% under empathy, indicating clear fall in the satisfaction level.

**Conclusion**

The article examines the students’ perceptions towards services quality expected and delivered at universities in Pakistan. Firstly alpha coefficient is computed to measure the internal consistency of the data and overall reliability. All the SQ dimensions scored more then 0.60, indicating acceptable reliability level within the sample size of 579 respondents.

Paired-sample T test is applied to examine the discrepancy between desired quality and perceived quality of services delivered at universities. Results show significant gap (P < 0.05) between expected services and perceived services under each SQ dimension. Results conclude that public schools give less attention towards the changing expectations of their students and give little attention towards meeting the promised educational standards. Private universities, although, are more focused and service oriented but their students demand in terms of more personal attention and courtesy. Students higher expectations may be due to higher tuition fees they pay. Interestingly, students from both private and public universities give least importance to tangibles assets.
Next section segregates the data into two groups: graduates and undergraduates students. GMMLM model is applied to achieve the required results. Table 3 show that only undergraduate students from both public and the private universities indicate significant relationship with SQ dimensions. Graduate students don’t hold any significant relationship. Table 4 further analyzes the perceptions of undergraduate students by using one-way ANOVA test. The figures show that only two attributes: assurance and empathy fall in the acceptable region as scored P values are less than 0.05. It implies that undergraduate students are not very much confident about their future. Both public and private universities should provide them proper advisory and take measures to build their confidence and trust.

This article also divides undergraduate students’ perceptions into HGG (higher gap group, indicating negative perception) and LGG (lower gap group indicating positive perception) and then examines across different time periods; 1st year, 2nd year and 3rd year. Table 5 identifies improvement in students’ perceptions under public universities across three time periods. It also shows decrease in students’ perceptions towards private universities with the passage of time. The results may be due to private universities which promised higher quality services to attract students. The students feel more disappointments when they are not provided what they were promised.

Finally, the article makes good contribution in the literature on educational quality within the context of Pakistan. The universities of Pakistan need to focus more towards identifying factors which influence students’ perceptions and reasons of increasing negative perceptions.

REFERENCES


Coate, L. E. (1990), "Implementing Total Quality Management in a University Setting", Oregon State University, working paper.


Appendix

Scale of Service Quality

Tangibles
Your university locates at convenient place
Your university ensures the availability of educational equipments/tools

Reliability
Your university provides the promised education standard
Your university honours its promises/commitments

Responsiveness
Faculty of your university provides good responses
Your university takes quick actions in case of complaints

Assurance
Staff of your university inspires your trust and confidence
Your university caters your future needs

Empathy
Your university provides you proper attention
Your university works for the well wishing of students

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“CRER MODEL”
FOR TEACHER MOTIVATION AND MORALE IN PAKISTAN

By
Saleem Ullah Jundran*

Abstract
Different motivational approaches bearing different motivational models have been projected by different theorists in different periods. Among those, Maslow, McGregor, Herzberg and McClelland have emphasized the “What” of motivation – the content of individual goals and aspirations; the inner needs that motivate the behaviour. But, the theorists of motivation process examined the “thought process” by which people decide “how” to act. For example, in Vroom’s expectancy approach, this decision involves answering three questions: "If I do this, what will be the outcome”? "Is the outcome worth the effort?" and "What are the chances of achieving an outcome that will be worthwhile to me?"
To help the employers apply various theories of motivation, Porter and Miles have suggested that a "systems perspective" towards motivation will be most useful. They mean that the entire system of forces operating upon employees must be analyzed i.e. individual characteristics, job characteristics, work situation characteristics.

Here, in the proposed CRER model of motivation and morale, it has been tried to view and analyze the entire system of factors influencing the workers’ professional and organizational behaviour under four dimensions, i.e. Competency, Environment, Recognition and Remuneration. Moreover, it is mentionable here that earlier motivational models were devised mostly keeping in view the needs of industrial workers. But, this model has been specifically devised for the service-men employed as teachers in educational institutions of their home country, Pakistan after having reviewed of the educational literature. While analyzing the teachers eligibilities, their job characteristics, and their work situation characteristics in Pakistan, their specific needs fulfillment has been emphasized in the same scenario to boost their prevailing motivation and morale level.

* Ph.D Education Scholar IER, University of the Punjab, Lahore. E-mail:sujundran66@yahoo.com
Headmaster Govt. High School Dhunni Kalan (M.B. Din, Punjab-Pakistan)
According to the proposed model, teacher (T) motivation (M_T) and morale (M_M) has been presented as a function of the sum total of variables: teachers professional competency (C), (conditions of the Environment (E), their job Recognition (R_j) and Remuneration (R_R). It signifies that teacher motivation and morale is dependent upon these variable factors. Each individual variable has been explained further in the respective dimension with its relevant characteristics and ingredients. However, this classification and allocation of ingredients to their respective entitled dimensional variables can be amended or refined by the future educational administrator or psychologists with the need of time. This article is the outcome of Ph.D. regular course work assignment accomplished in the area of educational administration and planning under the supervision of Prof. Dr. Zulfiqar Ali Khan at the Institute of Education and Research, University of the Punjab, Lahore during session 2001-2003.

Introduction
Motivation is the art of creating conditions that allow everyone to get his work done at his own peak level of efficiency (Chaudhry, 2001). Motivation is the willingness to do the maximum which one can do. Motivation is the result of processes, internal or external to the individual, that arouse enthusiasm and persistence to pursue a certain course of action.

Morale is an intangible force which moves a whole group of men to give their last ounce to achieve something, without counting the cost to themselves, that makes them feel that they are part of something greater than themselves. According to Siddiqui (1995), morale refers to the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation. Woodworth and Marquis (1963) assert that good morale means more than mere willingness for duty. It means a positive zest for action. Strong motivation and good morale are always helpful for the employees for looking better ways to do a job. Highly motivated workers are more quality-oriented and productive than apathetic workers. High motivation level and good morale of the teachers, working in educational organizations, will be greatly helpful in achieving the quality of education in educational institutions. Teachers motivation and good morale will have positive impact on the effectiveness and quality inputs and outputs of educational institutions. Thus, teachers motivation and good morale are prerequisites for obtaining productivity, quality and excellence in accomplishment of the task. Educational authorities and the heads of educational institution should focus upon teachers motivation and
morale for the sake of better educational process. Anis (2005) adds that teachers need to be sufficiently motivated. Because, any educational overhaul is impossible without sufficiently motivated teachers.

Procedure

It is an analytical and exploratory study oriented in the descriptive form. Historical (Documentary) research procedure has been followed. Identification and analysis of factors responsible for boosting the morale and motivation of the Pakistani teachers have been made through: (i) Survey of the related literature (ii) Discussion with a class of 20 Ph.D Scholars enrolled in the Institute of Education and Research, Punjab University (iii) first hand information has been obtained from 30 teachers working in Govt. Secondary Schools situated in the one district of Punjab Province, and, (iv) Consultation acquired from an expert in the area of educational administration and planning. Certain measures and indicators contributing to the identified factors reinforcing teachers motivation and morale were analysed through studying developed countries educational systems. Furthermore, factors responsible for retarding the motivation and morale of the Pakistani teachers were also investigated. This investigation was made by intra and inter comparisons. Intra comparison was the exploration of discrepancies and discriminations among the teachers of same country (Pakistan) posted in rural/urban/provincial/federal areas. Inter comparison was based upon the investigation of discrepancies between incentives and fringe-benefits of teachers working in the poor countries and in the developed countries of the world. This descriptive and statistical comparison helped in reaching out the findings and drawing conclusions in the form of CRER Model developed hereby for the motivation and morale of Pakistani teachers.

The Plan for Boosting Teacher Motivation and Morale in Pakistan

The author gives the following rationale for boosting teacher motivation and morale in Pakistan through his four dimensional (4-D) CRER model. The improvement of four dimensions i.e. Teachers Competencies, Teaching Environment, Teaching Profession's Recognition and Teachers Remuneration has been proposed for increase in teacher motivation and morale.

A. Improvement in Teachers Competencies

1. Personal interest and choice counts a lot for acquiring skill. Therefore, it is proposed that aptitude test, personality test and contents test should be inducted before admission to teacher training class (Khan, 1997). The Sindh University has decided to hold tests for her all off-campus admissions to teacher training programmes (Dawn, 2001, December 2). The best talent should be directed for teaching profession (National
Education Commission, 1959). Aziz (2005) adds that the quality of teachers can be improved through recruiting teachers on merit on the basis of periodical competitive examinations and by offering higher grades to teachers with higher qualification.

2. Ability and competence are related with each other. *Duration of professional training courses* should be extended up to three years (National Education Policy 1998-2010). In Albania, Algeria, Iran, Libya, Kuwait and Turkey, it is 4 years for primary school teachers. In Indonesia, Iraq, Mauritania, Qatar and Saudi Arabia, it is 3 years. Among the non-Muslim countries, in Austria, France, Romania, Surinam and Poland, it is five years for primary school teachers. In Japan, USA, Canada, Denmark, Italy, Vietnam, Switzerland and Yugoslavia, it is 4 years. Almost, the same is the case, there, with the training programme of secondary school teachers (Iqbal, 1996). The minimum level of qualification for various teaching programmes should be enhanced. The National Education Policy 1998-2010 has proposed that entry qualification for primary school teachers shall be raised from SSC level to higher secondary level. It is to be mentioned here that in the Philippines, the only Christian Country in Asia, a bachelor’s degree in elementary education is a must for teaching in primary and pre-primary schools (World Education Encyclopedia, 1993, Vol.II, p. 1002).

3. Of all the foundations of morale, *the spiritual foundation* ranks highest in the order of merit (Slim, 1981). Therefore, teacher training and teacher education programmes should incorporate reasonable contents in the curriculum for the spiritual enlightenment of teacher trainees. The following topics/subjects are proposed as contents material commensurate to the level, without repetition: (i) Teacher Morality, (ii) Teacher Motivation and Morale, (iii) Ideal Muslim Teachers, (iv) Biographies of Renowned Muslim Teachers, (v) Islamic Teaching Strategies, (vi) Islamic Ethics and Metaphysics, (vii) Sociology and the Muslim Teacher, (viii) Islam and Science, (ix) Observance of Islamic Morals and Values, (x) Human Relations and Interpersonal Communication in Islamic Perspectives, (xi) Observance of Islamic Morals and Values.

Apart from the part of course-contents, observance of character values should be checked through check-list prepared for the teacher trainees.

4. The more skill reinforces motivation. To have competent skill all the teacher trainees should undergo a reasonable period of *internship* i.e. 24 weeks before joining the service. According to Khan (2003), Malaysia has heavily invested in teacher training and great emphasis has been laid on pre-service teacher education.
5. *Refresher courses* participation should be compulsory for each teacher every year. These courses/ workshops/ module programmes should be arranged in a streamlined manner on regular basis at, possibly, nearest central places for the in-service teachers for the enrichment of their particular skills. Attention should be paid to in-service training regularly. Once recruited as a teacher is understood to have been sufficiently trained for the whole life. But the subject matter he teaches may become obsolete. This necessitates in-service training (Khan, 1992; Baig, 1996). Sohail (2004), explores that the gains derived from training programmes are greatly reduced because the quality of trainers at the basic level is poor. Furthermore, the impact of these programmes has been limited due to lack of strong incentives in the form of higher salaries or accelerated career paths for teachers to undergo training in Pakistan.

6. The annual assessment of teachers performance should be comprehensive, focusing at the specific parameters of job-orientation. Annual Confidential Reports (ACRs) should be renovated as CPERs (*Comprehensive Performance Evaluation Reports*), bearing specific parameters of task assessment showing the competency, also. For the purpose, education department should develop her own CPERs.

7. Annual increment should be made conditional with the teachers competence and achievements acquired at the end of the year. In a number of countries, the *award of an increment* is based not only on completion of a certain length of service, but also *on attainment of a certain standard* or efficiency (Dominican Republic, Egypt, Guatemala, Haiti, Jordan, Laos, Sweden, Union of Burma) or on passing certain examination (Ecuador; Indonesia, Iraq, Portugal, Thailand, Uruguay). (UNESCO, 1954)

8. Moreover, the incentive of *qualification pay* may be given to teachers. It will motivate them to have more qualification. In Bahrain, teachers salaries are based on educational qualifications, responsibility of post, seniority and personal ability (World Education Encyclopedia, 1993, Vol. II, p. 1468). Teacher’s status be raised by accepting the principle of “salary according to qualification” no matter at what level they are teaching.

9. The *range and patronage of the University of Education* should be effectively enhanced in the concerned academic, professional, administrative and accredditorial dimensions. It should cater for the professional needs of the teachers and teacher educators as well. It should develop uniform courses for teacher training colleges throughout the country. At present, different courses are being taught in different universities at the same level e.g., Blochistan University has putforth five courses for M.Ed. class while Gomal University has inducted eleven and the Punjab thirteen (Khalid, 1997). This University should devise a compendium programme for
inducting the most capable and most intelligent youth right from Matric or Inter onward into the teaching profession. Upon the pattern of medicine, engineering, law and agriculture, a compendium programme of at least 4 to 5 years educational training (contents + methodology) should be chalked out. Furthermore, this university should initiate programme for giving training, gradually, to all the college and university teachers, also. This University should launch such programmes with the collaboration of HEC and other universities. According to Leigh (1979), training is much needed for every honoured and titled profession.

10. PITE, NITE and other Research Wings of the Ministry of Education should plan and initiate work upon Teacher Motivation and Morale. At Federal level, Research Journal entitled Teacher Motivator should be approved for declaration and quarterly circulation to all the schools with the collaboration of teachers. In Iraq, a journal "The New Teacher" is regularly published by the Ministry of Education to provide resourceful reading to the teachers (World Education Encyclopaedia, 1993, Vol.II, p. 621).

B. The Environment

1. Good and open environments of the schools contribute a lot towards their academic achievement (and thus, motivate teachers, too). (Darji, 1975; Kera, 1980; Shah, 1981). The educational leadership at the institute level should be democratic. It should focus the role of teacher facilitator. Teaching workshops, seminars, group conferences, extension courses sessions, invitation to the visiting consultants, visitation of the classrooms/inter-visititation be arranged by the head of the institutes at least twice a year. The Government should grant approval to the merging of different school funds (i.e. Union Fund/Fine Fund, Medical Fund, Farogh-e-Taleem Fund, etc.) to meet the collective expenditures at school level. Primary schools have no resources of these funds. So, the surrounding primary schools be attached to the nearest high schools. Assistance to the special type of teachers (the beginning, old-fashioned, substitute, new, etc.) by the head of the institute is of great value for teacher motivation and morale. Gradual and continual study of the individual teachers by the Head itself proves also helpful in this context (Douglas, 1957). The heads of the institute should take initiative in this regard.

2. Supervision should be dynamic, mentored, well-planned, creative, comprehensive. It should occur in a state of trust, confidence, loyalty, reinforcement and guidance. (Khokhar, 1984)
3. It should be ensured by the administrators and supervisors that the school climate is *liberated from the monotonous and rigid style* of work demanded of the teachers without having regard to their social needs, creativity, and desire for participation in decision making.

4. The principal’s role for the teacher motivation and morale in the institution is of crucial value. So, the PITE, NITE, AEPM, etc. should arrange for the heads-education, re-education, training for teaching them how to develop better human relations with their subordinates by not just creating a familiar environment in schools or maintaining a rigid work-oriented aloof attitude, but by presenting personal examples of hard work, initiative, responsibility and following a considerate approach towards the teachers (Siddiqui, 1995).

5. *Required instructional/audio-visual materials* and the related literature sources should be made available at the institution. To enhance the English literacy of the teachers and the taught, *Phonics Resource Centres (PRCs)* should be established at each district headquarter. Because confidence emerges through good communication skills. Phonics system of teaching reinforces listening, speaking skills and ensures confidence of the teachers and the taught. Confidence in the communication enhances motivation and morale of the learners and teachers. According to Prof. Iftikhar Chaudhry as cited in Jang daily (June 26, 2004), language command is a basic tool for the development of an excellent teacher.

6. *A professional library* should be established gradually at Tehsil level. The provision of books in these libraries should be made possible with the consultation of teachers who are working at the gross root level.

7. Secure building, electricity, water, toilet, facilities be provided to the rural schools on priority basis. The current Government’s efforts for the *supply of missing facilities* on top priority basis are highly appreciable. Khan (2003), points out according to the findings of a survey conducted in 25 public sector schools of Lahore that more than 75% of the headmasters and teachers complained about the lack of basic facilities as a major hindrance to their effectiveness.

8. *Staff-residences* should be built for female teachers serving in rural areas. Majority of schools situated in rural areas are lying vacant due to non-availability of local well-qualified female staff. At present, 50,000 posts of school-side are lying vacant in the Punjab (Awaz daily, November 23, 2001).

9. *Medical facilities* should be provided to the school teachers working in rural areas on preferential grounds. For the provision of well in time medical service to the teachers and taught, Mehmood (2004) proposes, an MBBS doctor may be appointed in every educational institution.
10. Conveyance facility may be provided to teachers working in remote areas. Already conveyance allowance has been approved only for the employees who are working in big cities. The rural teachers are deprived of this facility. This facility should be provided to the rural teachers as well. Teachers of high school and college should be provided at least one mini bus or van for staff-conveyance. Teachers and their families should be allowed travelling on discount payment through railway. Qureshi (2004) gives the suggestion of Brussels-based International Crisis Group (ICG)'s report for overhauling the educational system in Pakistan that “if possible, funds should be set aside to provide or subsidize transport to students and teachers.” (p.23)

11. Tehsil-level, district level teachers hospitals be constructed, gradually, throughout country out of benevolent fund and social development fund. Special Teacher Doctors/Medical Specialists may be hired, contracted or appointed by the Government for the consultation and advice of teachers and their families. If construction of teachers hospitals throughout is not possible for the time-being, this, latter project may be considered.

12. *Teachers Towns residential schemes* should be started at each district level. Residential scheme plots should be allotted to the teachers on concessional rates. Teacher quota should be reserved in all kinds of schemes. 25% quota be specified for lower salaried teachers in all allotment schemes. (The Nation, 20002, October 6)

13. Female teachers working in rural areas should be given *reduced timings*. Due to non-availability of frequent public transport, most lady teachers have to spend almost the whole day out of home. It disturbs their domestic set up and cause severe mental stress. So, reduced timings should be allowed in rural areas for female teachers. (Bhatti et al, 1988; Khan & Munir, 2001). Hereby it is proposed that prevailing six hours duration should be flexible upto reduction of an hour in above-mentioned situation. In Karachi, it is five hours throughout the year. In Punjab, the winter day duration reaches upto about 10 hours. So, the lady teachers posted away from their homes who have to prepare breakfast for their kids herself and prepare the dinner as well herself find very little time in winter season. Thus, they feel their duty a heavy fatigue lacking any kind of charm or motivation.

14. *Posting and transfer near home* also bring more satisfaction to the job thus motivating the work. As regards promotion, many teachers do not get promotion just fearing from transfer in some far flung area. Already, the secondary school teachers (SSTs) are bound for serving as Subject Specialist (SS) for ten years after their promotion. After 10 years, they are allowed to occupy any administrative post in the same grade, if it suits
them. Govt. should reduce this interval of 10 years to 2 years. Service at home or near home brings job satisfaction (Bahtti, et al, 1988). Female teachers (promotees), particularly, are in severe difficulty due to this condition.

15. School teachers should be given chances for abroad study-trips to share their experiences to learn with those of other countries teachers. Nomination from both the rural and urban areas and from each level i.e. primary, elementary, secondary, higher secondary, higher education, should be on merit after due advertisement every year.

16. Lesser staff is a great hindrance in teachers’ motivation and morale. At present, 50,000 posts of teachers are lying vacant in the Punjab. (Awaz daily, November 23, 2001). With reference to a latest survey report, Siddiqui (2004) quotes that 60,548 posts of teachers and Headmasters are lying vacant in Punjab. 1,118 schools are working without regular Headmasters. 82 colleges are being run without regular Principals. So, this demotivating factor may be compensated. Teachers’ population ratio in Pakistan is five per 1,000, lowest in South Asia and in World as well (The Nation, 2000, October 6). In the Turkish Sector of Cyprus, as per rules, class size cannot exceed 35 students (World Education Encyclopedia, 1993, Vol.I, p. 286).

C. The Recognition (of Teaching Profession and Teaching Services)
The Recognition of teaching profession, teaching services and teachers achievements also motivates and boosts the teachers morale. There is little hope of advancing the quality aspects of education unless the teacher is given a place of honour and distinction among other professions (Jabeen, 1997). For this purpose, following suggestions are being proposed:

1. Education should be given top priority in the share of G.D.P upon other departments. Out of the budget allocated for education, teacher education should be given more importance. According to UNO’s annual report of Human Development Index Rank (HDI) Pakistan stands at 139th position in providing better facilities of education. In provision of better educational facilities to the country, ‘Brunei, among the Islamic countries, stands at the top of list, however, at the 25th position in the world order (Bashir, 2001, December 2).

2. Teachers Seats, one for each category i.e. School/College/ University level should be reserved in the Senate, National and Provincial Assemblies as educational technocrats. Respectively, two seats of school/college teachers should be approved for district level assemblies. Selection should be made on merit through commission. The selectees should have at least master
degree in education. National Reconstruction Bureau should approve the proposal because teacher is the founder builder of the society and the country. Representation at union council level also be given to the two school teachers i.e. one from primary side and the other from elementary side. Again, there, selection should be on merit (Anjuman-e-Asatizah Pakistan, 2001). (Abbasi, 2005). In Iraq teachers are eligible to become members of parliament. In Canada also, teachers are permitted to seek office as members of provincial parliaments or of the Federal Parliament. (UNESCO, 1954)

3. Teacher builds the morality of the nation. He has to inculcate ethics of social justice and peace into the mind of the youth. So, School/College/University teachers should be appointed as Justice of Peace, respectively, at district/divisional/provincial level. This step will ensure the role and recognition of the teacher into the society as builder of the nation/founder of the nation/peace restorer of the nation.

4. Teachers’ role is taken as the Builder of the Nation/Founder of the Nation. So, this role of the teachers should be popularized at broader scale through print/electronic/audio video mass media. The masses should be well acquainted with dignity and glory of the teacher through well planned Radio/TV programmes.

5. Teachers Hour should be allocated by the Radio Pakistan/Pakistan Television, permanently, in every week. Industrious and capable teachers should be given representation from all strata i.e. male/female; rural/urban; primary; elementary; secondary; college/university levels to describe their achievements and accomplishments in the relevant fields. Governmental educational and political celebrities should also attend the Teachers Hour regularly.

6. Some criteria should be fixed for taking the portfolio of the Ministry of Education at Federal and Provincial level as well ascertaining to the Parliamentarian’s academic, professional qualification and teaching experience if it is applicable/possible. It will be a remedy for “we don’t make academic decisions. We make political decisions in academic areas”. Afzal (2005) gives suggestion that a Ph.D in Education should be given preference for taking the portfolio of Education Ministry.

7. The educational management and leadership hierarchy right from the bottom to the top i.e. Headmaster to Secretary level should be from Education Cadre and top level, preferably, from Teacher Education Cadre. If Education Secretary is selected from Education Department, he will be able to make better educational planning than a CSS officer or a bureaucrat (Sarwar, Razzaq and Sajid, 2001). (Qureshi, 2004). The teachers of all cadres should be provided chances for appointment upon educational
administrative posts (Chaudhary, 2000). The Punjab Education Minister adds that teachers deserve promotion up to 20th and 21st grade level posts. They must be given promotion up to secretary level positions (Jang daily, June 26, 2004). Din (2004) laments upon the deplorable situation that most of the educational employees remain in the same grade during more than first half of their service career. Even majority of the lecturers can’t dream of the 19th or 20th grade. Din demands that time-scale promotion should be devised for the education department.

8. **CSS Education Cadre/PCS Executive Education Cadre** should be introduced into the country. The subject of Education should be included in the syllabus of CSS elective subjects. Already, the subject of education is not included thereby. Teaching is the mother profession but it has not been included so far in the Central Superior Services (CSS) Cadre/PCS Executive Services Cadre. To bring the teaching profession at par with the national superior services, the teachers selection procedure should be regularly periodical, merit-based and high quality oriented. Induction for the teaching profession should be made from capable and intelligent youth through uniform provincial and national assessment system. Next to it, the facilities for the most capable and most intelligent inducted youth of the nation for the teaching profession should be ensured at par with the officers of CSS Cadre/PCS Executive Cadre Officers. It will prove a radical step in the recognition of teaching profession in the history of Pakistan.

9. **A permanent educational T.V. channel and educational Radio station** should be established in the country. These channels should start a permanent programme series like: “Happier Teacher – Better Nation”. A happy teacher can give you a better nation (Aman Ullah Qureshi, 1999). The renowned educationists, teachers works and achievements should be projected through this media. Latest teaching methodologies, latest research in education should be propagated through these channels. In developed countries, mass media, particularly, electronic media are lending a helping hand towards the teachers. Contrary to this, no educational channel has been opened in our country (Khan, 2000). Proper harmony and linkage should exist between the Ministry of Education and Information (Khawaja, 1999).

10. **An independent National Education Commission** should be established in the country for continuous work upon the reforms on education and amelioration of poor teaching conditions in the country (Shahid, 1999; Khan, 2003). The commission should consist of educationists, (R) Judges of Supreme Court, Lawyers, common masses representatives and leading intellectuals. The president of the State or Prime Minister himself/herself should be the Head of this Commission (Roi, 1998: Education Policy.
1992). Aziz (2005) proposes that following the successful example of setting up a Higher Education Commission (HEC) at the federal level, the possibility of setting up provincial education commissions should be examined on a priority basis to take over the responsibilities for managing higher education at the provincial level.

11. Govt.'s publishing institutions should publish each year renowned school/college/university teachers autobiographies, meritorious literary and research works. NBF, Academy Adbiyyat-e-Pakistan should extend their cooperation. Preferably, educational books should be published in larger number. An Educational Research Publication Cell should be established at each district level under the aegis of EDO (Edu.), DOE (Edu.) EE/SE to promote and publish educational research work. Teachers Gazette should be issued by each district educational management. This Gazette should incorporate and highlight teachers achievements, teachers research-work, teachers educational experiences and teachers problems. Teachers should be given weightage/due proportion upon the publication of their articles/achievements during the assessment of their performance at the time of ACRs endorsement. Contingency grant (printing head) may be enhanced for the publication of teachers Gazette. Furthermore, printing fund may be imposed upon all colleges, high/higher schools/ elementary schools/primary schools, respectively, at the rate of Rs. 300/-, Rs. 200/-, Rs. 100/- and Rs. 50/- per annum whose delivery may be made from their respective school level Farogh-e-Ta’leem Fund. Accordingly, the authorities should produce a provision for this prescribed expenditure out of FTF.

12. Teachers Day should be celebrated every year at national and provincial level. The Minister for Education and Education Secretaries should participate themselves in such programmes. In East Germany, the teaching profession and teachers are honoured on Teachers' Day, June 12, the anniversary of the 1946 school reform. On this occasion, all teachers receive a bonus, and promotions and special awards for excellence in teaching are announced with considerable media acclaim. State titles often with cash awards and medallions are bestowed upon teachers (World Education Encyclopedia, 1993, Vol. I, p. 443). In Greece, Nov. 17, is commemorated as a national school holiday. According to Malik (2002, April) teachers day is, regularly, celebrated on May 02, each year in Iran.

13. Teachers unions should be allowed participation and contribution towards preparation of educational policies, sharing the educational decisions at each level (Birkvad, 1997). However, there should be proper Code of Ethics for the Teachers Unions to show healthy enthusiasm and devotion for the cause of education (Tanzeem-i-Asatizah Pakistan). In Cyprus a teachers Union operates a bank so that teachers may borrow money. It also operates a

14. District/Divisional/Provincial Governmental Authorities should give special time to the teachers for hearing about their problems, in terms of face to face meetings, on top priority basis. A teacher should not be refused from time for face to face meeting with the concerned higher executive authority, if he/she requires it for the solution of his/her grievances.

15. Teachers uniform should be prescribed for the teaching profession. It will be also a helpful step for giving recognition and identity to the teaching profession. For instance, white Shalwar Qameez along with Light Blue Overcoat can be adopted for this sake. Furthermore, a Unique Logo (i.e. the compendium of pen and book pictures/models) can be developed for the teachers uniform. However, it is desirable that reasonable dress allowance should be approved for the teachers.

D. Remuneration

1. Low salaries of all the teachers be increased upto 50 percent (The Nation, 2000, October 6). Or all the elementary teachers should be given pay and other benefits equal to those of junior commissioned officer and secondary school teachers equal to those of commissioned officers (Iqbal, 1996). Teachers should be awarded special pay-scales in line with Banks, WAPDA and Sui Gas departments. (Chaudhary, 2000). According to revised pay scales (No. FD.PC-2-1/2001, Govt. of the Punjab Finance Department Dated Lahore, the 22nd Oct, 2001), the initial pay of a PTC teacher has been fixed Rs. 2220/- in Grade 7. According to a report published in the Daily “Pakistan”, Lahore, (2001, November 13), 17613 teachers have submitted applications for retirement, before reaching the age of superannuation, upon being disappointed from the revised pay-scales. Teachers pensions should be also increased. In Iceland, teachers who retire after working regularly in the school system may receive pensions between 80% and 90% of the pay they received at the time they retired (World Education Encyclopedia, 1993, Vol.II, p. 574). In East Germany, pensions for teachers are relatively high, for treating them as members of the intelligentsia. The normal retirement pension, plus an additional pension of at least 60% and upto 80% of the gross salary earned in the last year of service, both pensions together not to exceed 90% of the last salary (World Education Encyclopedia, 1993, Vol. I, p. 443).

2. Teacher trainees should be given stipends during training programmes. This stipend scheme can be started with a contract to join the teaching profession upon the completion of the studies (Jabeen, 1997). In Saudi Arabia, students admitted to teacher preparation programmes at the Govt.
Education colleges, pay no tuition fee; receive a monthly allowance of $200; have the benefit of free-textbook; residence; medical care and upon completing college successfully have a job guaranteed by the Ministry of Education (World Education Encyclopedia, Vol. II, p. 1062). In Lebanon also, teacher education is free. Each student receives there a scholarship that covers living expense and maintenance (World Education Encyclopaedia, 1993, Vol. II, p. 793). If stipends during teacher training programmes or internship pay are also offered to Pakistani teachers, it will also improve the prevailing motivational situation.

3. *Teachers* should be given *awards* like National Education Awards, Provincial, District, Tehsil and Markaz level Education Awards bearing certificates and cash prizes also. Teachers families be invited upon such occasions. Additional increments should be awarded to the teachers showing exceptional achievements in the all-rounded performance.

4. 60% *discount upon the purchase of professional books* up to 10,000/- should be offered to the teachers on annual basis to promote their skill and professional studies. This may be arranged through National Book Foundation or other public book-stockists. Moreover, teachers should be given the entitlement for the purchase of at least one educational magazine/journal for the enhancement and updation of their educational knowledge. Its subscription may be approved for the addresssees (concerned teachers) by the government herself. An incentive of the availability of one national daily/newspaper may be granted to the *Teachers of the Year* for one subsequent year as an entitlement/recognition on behalf of the government. It will also reinforce the teachers knowledge and information. The District Government should allocate appropriate *Teachers Fund* at the district level for such schemes.

5. *Full tuition fee concession to the all school teachers children* should be extended up to university level, too. Free education, from school to university level, should be offered to the children of teachers who die while doing their duties at the duty station. For example, Allama Iqbal Open University Islamabad has offered free education, from elementary to Ph.D level to the children of Kargil martyrs (Ilm ki Roshni, 2(1). It is mentionable here that already only tuition fee concession has been given to the children of school teachers (Grade 1 to 15) from school to college level [Article 67, Punjab Education Code]. The prevailing rate of B.F educational scholarships should be doubled. Because, 3200/- per annum for master level student boarders is very little amount to meet out the expenditures. This annual grant is enough for meeting only one or two months expenditures.
6. *Punjab Teachers Foundation (PTF)* should streamline welfare schemes like handsome stipends for teachers children to meet out the maximum educational expenditures. It should start some resource generating projects whose income may be spent on teacher-welfare schemes. Such projects may include establishment of vocational, professional, skills offering institutes comprising the courses of short duration etc.

7. *Increments upon the enhancement of professional qualification* should be awarded. They also boost teacher motivation and morale. If financial incentive is, totally, detached from the increase in professional qualification, then, it is expected that very few people will join the study-programmes enhancing their professional skill. This year, Islamia University, Bahawalpur had extended the date of submission of applications for M.Ed. teacher training programme due to less number of applicants against the reserved seats. Similarly, Govt. College of Education, Faisalabad had re-advertised the add for admission to M.Ed. Sec (2002) in the national newspaper under the title of ‘Asha’-t-e-Mukarar’. Because, according to the college sources, the number of applicants for admission to the said class was very less. This lack of interest towards training programmes likely, occurred due to uncertainty of increments award, among the applicants.

8. *Recreation* relieves tension and interval decreases stress and strain (Woodworth & Marquis, 1963). Teachers should be given chances of recreation, too. 60% discount upon Railway/Air vouchers may be awarded to teachers for family-trip within country and abroad, once, a year. Teachers should be issued Blue-Cards upon the completion of 20 years educational service granting 50% reduction in Railway/Air fare. Moreover, these cards should be taken as an open invitation for any national level ceremony (Shahid, 1999). Kokab (2005) also adds that special cards should be issued to the teachers. The Government should ensure teachers due recognition, respect and solution of their problems on priority basis in all the concerned departments through these cards.

9. Teachers should be given *priority in the provision of utilities connections*. They must be provided telephone, gas, water, electricity connections on the top priority basis when they apply for it. In time availability of these basic utilities of life will enable the teachers to do their work peacefully and calmly.

10. The Punjab education department is all set to offer teachers and headteachers incentives for their hardwork. According to Malik (2004), the plan includes fast-track promotions, additional increments, medals, plots in government housing societies on a priority basis and free higher education for sons and daughters of hardworking teachers and heads of institutions. It has been learnt that the headmasters showing good results, helping to increase enrolment and lower dropout rates could be promoted as executive district officers or posted to intermediate and secondary education boards and the Punjab Textbook Board.
THE BLUEPRINT OF CRER MODEL (4-D PLAN) FOR BOOSTING TEACHER MOTIVATION AND MORALE IN PAKISTAN

1. Democratic and encouraging leadership in the institutions
2. Dynamic group supervision, human relations training.
3. Teachers participation in decisions.
4. Assistance to the teachers in the institute/sufficient staffing.
5. Availability of instructional material, A.V. Aids, related literature, waste, electricity, secure building at the school.
6. Professional library at tehsil/marker level.
7. Reduction in school timing for female teachers in rural areas
8. Provision of transport/staff residences.
9. Solution of service matters at district level (leave each kind, GPF, Medical, TADA, Transfer, etc.).
10. Appointment near home; Relaxed condition for promotees posting.
11. Teachers Hospitals, Teachers Doctors.
12. Teachers Towns at District level.

R₁: Recognition

1. Reservation of teacher seats in assemblies (Senate, National, provincial, District, U.C.)
2. GDP for education preferred to all other depths.
3. Criteria for Federal/Prov. Education Ministers
4. Education Secretaries from General Education Cadre (Preferably form Teacher Education)
5. Education be included in CSS cadre
6. Permanent National Education Commission
7. Specific Educational Channel (Radio/PTV)
9. Teachers Associations participation in educational policy making/decision making from lower to top level.
10. Publication of teachers’ works; research biographies, autobiographies; Literary Works.
11. National/Provincial Teachers Day (celebration)
12. Teachers Awards first in order of merit among all other categories awards

Teacher (T)
Motivation (M₁)
and Morale (M₂)

Goal: The Effective Teaching

1. University of Education Patronizer
2. Test (personality, content, aptitude) for admission
3. Pre-service training duration enhancement (3 years)
4. Teacher Training in Islamic Perspective (Revised system and curricula)
5. Internship: 24 weeks for teacher trainees.
6. Regular Yearly basis refresher course (streamlined)
7. Specific Job Oriented ACRs: Renovation into CPERS.
8. Annual increment conditioned with annual performance achievement.
9. Merit nomination of primary, elementary, secondary, higher secondary teachers for abroad study programmes/trips
10. Research upon Teacher Education, motivation in NITE, PITE, CRDC, AEM, etc.
12. Teachers Associations Registration conditioned with their annual educational services, duty performance.

R₂: Remuneration

1. Reasonable stipend for teacher-trainees (pre-service).
2. 59% increase in teacher pay and pension
4. Additional increments upon exceptional achievement i.e. Board, Province level etc.
5. Advance increments upon enhancement in professional qualification.
6. Salary according to qualification (Qualification-Pay)
7. 60% discount upon professional books’ purchase up to 10,000/-
8. Teachers children tuition fee concession up to university level.
9. Teachers children stipends through PTF to meet full expenditures of studies.
10. 60% Discount ‘Railway/Air Vouchers for family trips, once a year.

TM₁M₂ = f(C+R₁+E+R₂)
Conclusion

It has been found through a survey that most developed countries of the world have attained their advancement and prosperity through education. Teachers are the basic tools of a country which impart education to a country. Teachers’ motivation and morale are basically essential for the necessary delivery of their required services. Teachers’ motivation and morale level is dependent upon the institutional environmental conditions, their remuneration packages, their recognition standards and their competency levels. Discouraging educational environment, under-paid remuneration, low recognition of the profession and poor competency of its employees are primarily obstructing factors which diminish teachers’ motivation and morale. Consequently, these factors cause the retardation of teachers’ performance.

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NEED OF PROMOTING RESEARCH IN SCIENCE COLLEGES OF SINDH

By
Dr. Parveen Munshi*
and
Tarique Bhatti**

Abstract
The general purpose of the study was to assess "the need of promoting research in the science colleges of Sindh". Study covered three areas, 1) the role of Universities of Sindh and role of Sindh Education Department 2) existing situation in the colleges 3) initiatives taken by college teachers. For the purpose of the study hundred (100) science college teachers both male and female were selected randomly from the ten (10) Degree Science Colleges of Hyderabad District affiliated with University of Sindh Jamshoro. Findings of the survey study which are collected through questionnaire and observation shows that there is the wide scope of the research in the science colleges. There is the need of initiatives and attention from the concerned quarters.

Preview
"Those who are learned and those who are not learned can be equal?" (Al Quran)

'He bestows wisdom upon anyone he will and he who is given wisdom is, in fact, given great wealth, but only those who have common sense learn lessons from these things' (Chapter-2, Verse-269, Sorah Baqara).

The rapid means of communication and the digital revolution have open wide vistas of the world. The rise of internationalisation, globalisation of knowledge and concept life long learning give distinctive position to higher education and research both in international and national contexts. Our Universities and colleges will have to meet international standards and produce graduates who can compete globally. Accordingly higher education institutions must be responsive to the challenges of a rapidly changing and challenging new world.

* The writer is working as Chairperson and Associate Professor, Department of Psychological Testing, Guidance and Research, Faculty of Education, University of Sindh, Jamshoro.
** The writer is working as Lecturer, Govt. Degree College and Post-graduate Centre, Latifabad, Hyderabad.
Higher education and research is viewed as sources of great potential for the socio-economic and scientific development. It is our conviction that through quality higher education the nation can be transformed into a develop nation for that purpose the research and higher education system needs to be changed into a dynamic system to adjust to the changing times. The constitution of 1973 stressed the importance of research and higher education. The constitution lays down under the principles of policy that the state shall: - "make technical and professional education generally available and higher education equally accessible to all on the basis of merit". *(Article 37(c))*

There is the worldwide recognition that the good educational institutions are potent agents of development. The World Bank Report 1994 highlights the importance of research and higher education in these words: "higher education and research are of paramount importance for economic scientific development. Institutions of higher education have the main responsibility for equipping the individuals with advance knowledge. In most countries higher education institutions play a important role in overall development." *(p. 1)*

Pakistan needs today more scientists, technicians, mathematicians, inventors, and creators. During the last fifty years we have produced very few scientists and inventors of world fame, and it is entirely because of negligence of research in the field of science and technology. The Commission on National Education asserts that "the failure to find and train such man poses a threat not only to material progress but perhaps to national survival." *(35, p. 246)* We are only relying on public sector Universities for research and higher education. We have to develop and establish our big colleges to provide base to hundred of young science graduates to come towards research and higher education. In return they will provide us thousands of fresh brains as a world-famed scientists and researchers. The world conference on higher education held in Paris in 1998 "Higher Education for the Twenty first Century "Vision and Action" declared that "the development and promotion of research is necessary feature of all higher education system in all disciplines" *(Action II.6a, b, c, f, g, h, i,)*

**Research in Colleges**

Realising the need and importance of the research the poet Keats had remarked:

"Knowledge enormous has made a god of me"

**Present Scenario**

1. Today if one looks at the situation of the colleges of Sindh province, one will find that situation is very deplorable. Huge number of junior and senior teachers in all the subjects like Science, Humanities, Commerce and
Approaches to Collect Data

Questionnaire was made to collect the data from hundred (100) subjects. Total 15 questions were asked. The questions, which were presented in questionnaire, were structured.

Ten Degree Colleges in the Hyderabad district were visited for observing the overall environment. Researcher visited the colleges personally and observed their functioning through informal frequent visits.

Analyses of Data and Result

The responses of questionnaire analysed and presented item wise as under:

Item No. 1

The majority (ninety percent) of the respondents was of the opinion that public sector universities in Sindh are not providing research facilities to the science college teachers.

Item No. 2

Cent percent respondents were in the favour of the argument that research facilities must be provided to college teachers.

Item No. 3

Majority (eighty percent) of the respondents were agreed with the idea that the higher qualification is advantageous for science college teachers.

Item No. 4

The response from the majority (ninety percent) was of the view that the qualification of M.Sc. is not sufficient for college teachers.

Item No. 5

Majority (eighty-two percent) respondents agreed that the promotions of the science college teachers should be linked with the higher qualification.

Item No. 6

Majority of the respondents were of the opinion that our science colleges are not ready to launch four years BS programme.

Item No. 7

Eighty percent agreed that the laboratories in the big science colleges must be upgraded for research purposes.
Item No. 8
Majority (seventy-eight percent) of the respondents were of the opinion that for the promotion of research there should be, close link between universities and colleges.

Item No. 9
Eighty four percent respondents favour the idea that libraries of science colleges should be connected with the university libraries through the Internet.

Item No. 10
Majority (eighty-five percent) of the respondents was of the view that professors with M.Phil. and Ph.D. degrees at colleges should be registered as research guides.

Item No. 11
Eighty-six percent respondents favoured the idea that the seminars and conferences must be held mutually at colleges and universities to promote research.

Item No. 12
Majority (eighty percent) of the respondents were not satisfied that the steps taken by Universities to facilitate college teachers to provide research facilities.

Item No. 13
Almost majority (ninety-six percent) thought that Sindh Education Department failed to play any role in connection with the research facilities for science college teachers.

Item No. 14
Majority (eighty percent) gave the opinion that HEC has initiated fellowship programmes for M.Phil. and Ph.D. studies for the university and the college teachers. But HEC is only relying on public sector Universities and colleges are totally neglected.

Item No. 15
Majority (eighty-two percent) of the respondents were of the view that yet HEC has launched fellowship programmes yet college teachers were failed to acquire the benefits from the fellowship programmes.
Findings of Observation

While conducting research, researcher visited the Degree Science Colleges of Hyderabad. During intensive observation researcher reached at the following findings:

1. Our public sector Universities of Sindh are not providing any research programmes and facilities to science college teachers. Those who were enrolled in M.Phil and Ph. D. programmes were making rounds of universities for years but except disappointment they got nothing.

2. Most of the science colleges of the Hyderabad City were presenting deserted look. There were very few teaching/learning activities.

3. Most of the teachers were sitting idle after taking one or two classes in the staff rooms.

4. In the big Degree Colleges, though necessary infrastructures like library, computer labs with Internet facilities, science labs are available yet there is no proper utilisation.

5. Millions of rupees are deposited in the accounts of big Degree Colleges in the shape of different funds but there is no utilisation of these funds.

6. In big Degree Colleges, there are teachers with M.Phil. and Ph.D. degrees. They are taking only classes up to degree level. There is no application or advantage being taken by other colleagues and students from their research work and higher studies.

7. Though many colleges have the affiliation with University yet University is mobilising the resources of these colleges only to conduct external and internal degree examinations.

8. The researcher noticed that there is no co-ordination between college and university teachers.

9. Researcher found that not a single effort has been made to take initiative to bring the research and higher studies culture at the college level from either side. On this John Gardner had rightly remarked that “community wants to lend its support and cooperation to the colleges but the college authorities seem to be quite unmindful of what the wishes aspirations and fears of community are.”

10. Sindh Education Department which is the main Provincial Education Department running the affairs of the colleges but it is not paying any sort of attention to promote research at the college level.

11. Researcher got the information that affiliated colleges with university have been placed on the recognized institution’s list by the Higher Education Commission. But the HEC has not taken any initiative to provide technical help and grants for research work at the colleges.
Discussion
Problems and Hurdles

In the province of Sindh the conditions of colleges particularly science colleges is deplorable. Science College teachers have nothing to do. They do not have opportunities to acquire higher education. College teachers have to take leave from the service when they go for the higher studies in the Universities. During their studies they get half of their basic salary. In Universities guides and supervisors are so overburden due to different assignments that they do not pay proper attention towards researchers. Report of the Task Force on the Improvement of Higher Education: Challenges and Opportunities (2002) declared that "Transformation of our institutions into world class seats of learning, equipped to foster high quality education, scholarships for the research to produce enlightened citizens".

Facilities by Universities

Unfortunately, many colleges are affiliated with universities but universities are failed to offer proper facilities to science college teachers for the research and higher studies in their respective colleges. Though in each district of Sindh there exist degree colleges with necessary basic infrastructure like laboratories, libraries, computers, hostel facility and are affiliated with Universities, and also have professors with M.Phil. and Ph.D. degrees, yet our Universities failed to provide technical support and patronage to the science colleges for the research. In the survey also majority of the respondents was of the opinion that the Universities are not providing any research facilities to the science college teachers.

<table>
<thead>
<tr>
<th>Science Subjects</th>
<th>No. of Male Teachers</th>
<th>No. of Ph.Ds</th>
<th>No. of Female Teachers</th>
<th>No. of Ph.Ds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany</td>
<td>16</td>
<td>01</td>
<td>16</td>
<td>02</td>
</tr>
<tr>
<td>Chemistry</td>
<td>28</td>
<td>03</td>
<td>16</td>
<td>01</td>
</tr>
<tr>
<td>Computer science</td>
<td>07</td>
<td>00</td>
<td>03</td>
<td>00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23</td>
<td>01</td>
<td>07</td>
<td>00</td>
</tr>
<tr>
<td>Physics</td>
<td>31</td>
<td>02</td>
<td>10</td>
<td>00</td>
</tr>
<tr>
<td>Statistics</td>
<td>09</td>
<td>00</td>
<td>05</td>
<td>00</td>
</tr>
<tr>
<td>Zoology</td>
<td>18</td>
<td>00</td>
<td>14</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>07</td>
<td>71</td>
<td>04</td>
</tr>
</tbody>
</table>

*Source: District Office of Education Colleges (DOE Colleges Hyd) July 2005*
Ways and Means

One-degree college in each district can be converted into Centre of Research and Higher Studies with the joint collaboration of Sindh Government and Public Sector Universities. Laboratories, libraries and computer labs of the colleges can be modernised and sophisticated for the purpose of research and higher studies.

Coordination

At present there is no coordination between the science colleges and Universities as well as among their teachers. Coordination can be built by conducting seminars and workshops mutually by colleges and Universities. They should be inter-linked through Internet. The teachers of both institutions can share their research work through joint publications. They should held weekly and monthly meetings for the promotion of research at their respective institutions. The sixth five year plan (1983-88) stressed that "improvement of physical and human resources of existing institution through additional inputs and establishment of collaborative linkages between institutions".

Role of Sindh Education Department

The role of Sindh Education Department is also deplorable. It failed to provide financial support to the degree colleges to strengthen the base for research and higher education. In our province of Sindh many institutions are functioning as a centre of research and learning in public and private sector. They established and develop themselves gradually with the support from different agencies including our universities and provincial government. The question arises here that if these institutions without proper base have achieved higher position then why do our colleges not attain the same status with all necessary infrastructures?

There is the dire need that all sided efforts should be carried out in this concern. We should take lesson from the highly developed science and technology institutions and our big degree colleges should also be given high-level priority. Universities must provide full help for the promotion of research at college level; college teacher should be encouraged to acquire higher qualification.

There are about 200 Science teachers of all the cadres in the degree colleges of Hyderabad. The majority (eighty-five percent) of the teachers are lecturers and Assistant Professors. They have the fifteen to twenty years of remaining service. If they are provided the research and higher qualification facilities, they will render their services in the best manner for longer time. The following table provides details of strength of the young teachers in the colleges.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the College</th>
<th>No. of Lecturers</th>
<th>No. of Assistant Professors</th>
<th>Total No. of Lecturers &amp; Professors</th>
<th>Total Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt. College Hyderabad</td>
<td>20</td>
<td>15</td>
<td>35</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>Govt. City College Hyderabad</td>
<td>05</td>
<td>02</td>
<td>07</td>
<td>09</td>
</tr>
<tr>
<td>3</td>
<td>Govt. Boys Degree College Latifabad</td>
<td>08</td>
<td>04</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Govt. Degree College and PG Center Latifabad</td>
<td>16</td>
<td>09</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Govt. SM College Tando Allah Yar</td>
<td>09</td>
<td>02</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Boys Degree College Tando Muhammad Khan</td>
<td>08</td>
<td>02</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>Govt. SI College Hala</td>
<td>07</td>
<td>03</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Govt. Girls Zubeda College Hyderabad</td>
<td>29</td>
<td>09</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>9</td>
<td>Govt. Girls Shah Latif College Latifabad</td>
<td>11</td>
<td>03</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>Govt. Girls College Tando Muhammad Khan</td>
<td>06</td>
<td>00</td>
<td>06</td>
<td>07</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>119</td>
<td>49</td>
<td>168</td>
<td>200</td>
</tr>
</tbody>
</table>

Source: District Office of Education Colleges (DOE Colleges Hyd) July 2005

**Recommendations**

1. Researcher has pointed out the ways and means required promote research at colleges. For this purpose our universities like University of Sindh, Mehran University of Engineering and Technology Jamshoro, should select one degree college affiliated with university for providing necessary infrastructure like upgrading the science laboratories, upgrading the libraries by providing latest research material and books, internet facilities
and inter connection of the college library with university library through internet, holding seminars and conferences at colleges. In this regard Sindh Education Department should also play major role in funding the mentioned facilities. The Education Policy (1972) also recommended that the centre of the excellence in the Universities and the colleges should be established in the field of Science Subjects.

2. Professors with M.Phil. and PhD degrees in the colleges should be registered as research guides by the Universities in order to supervise the research activities in colleges and even in the universities (See table-5).

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Total number of teachers (Subject wise)</th>
<th>Total number of PhDs (Subject wise)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Botany</td>
<td>03</td>
</tr>
<tr>
<td>2</td>
<td>Chemistry</td>
<td>04</td>
</tr>
<tr>
<td>3</td>
<td>Computer science</td>
<td>00</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>01</td>
</tr>
<tr>
<td>5</td>
<td>Physics</td>
<td>02</td>
</tr>
<tr>
<td>6</td>
<td>Zoology</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

*Source: District Office of Education Colleges (DOE Colleges Hyd) July 2005*

3. The promotions of college teachers should be on the basis of higher qualifications and research publications instead of seniority. This approach will be highly encourage able with respective to promote research approach and acquisition of higher studies among college teachers. Adam Smith and Alfred Marshall (1950) believed that “most valuable of all capital is that invested in the human beings.

4. The HEC has placed the affiliated degree colleges with universities on the list of registered institutions with HEC. Now it is the responsibility of the HEC to provide financial and technical support to degree colleges to initiate research programmes. The quota for college teachers in the fellowship programmes should be increased.

5. Digital libraries should be established in big colleges. Online guidance facilities should also be ensured at the colleges.

6. Separate foreign scholarship programmes for college teachers launched by the former Secretary Sindh Education Department, Mr. Nazar Muhammad Mahar, must be revised and Sindh Government must continue this programme.
7. Science College Teachers who took admissions in the Universities out of Sindh to acquire higher qualification should be given study leave with full pay.
8. Administration of the science colleges should be given to the individuals who have sound background in the field of science and technology.
9. The academic committees for science colleges comprised of scientists and researchers, retired professors should be constituted to monitor the academic matters of the science colleges.

Conclusion
The role of Science Colleges is of like nurseries. They provide young and fresh brains to our public sector Universities. If the college teachers are highly qualified, they will impart quality education to young brains. Hence our Universities will get talented and advanced minds for further studies. If we do not pay proper attention towards our colleges, the situation will further be deteriorated. In result this trend will weaken the universities.

REFERENCES


UNESCO, (1998), "Higher Education in the Twenty-first Century: Vision and Action Final Report", (Action-II, 6a, b, c, f, g, h, i.)
GENDER STEREOTYPING:
AN ANALYSIS OF URDU TEXTBOOKS

By
Dr. Uzma Quraishi
and
Ms. Munaza Ambreen

Abstract
This paper pertains to the analysis of Urdu textbooks with special reference to gender stereotyping in Pakistani. Qualitative approach was used for the in-depth study of the phenomenon. Three instruments of data collection were used including content analysis, interview and focus group discussion. Multi-source data was interpreted and analysis and findings were drawn through triangulation of information. Triangulation of data revealed that textbook was discriminatory in favor of males with respect to proportionate representation of both sexes and provision of role models. The study concluded that discrimination in representation of male and female characters may infer in young students the sense of superiority of one sex over the other. In the light of the research findings it was recommended that the textbook should be redesigned to be more gender sensitive and positive concerning to the gender division within Pakistani society.

Introduction
The study aimed to explore and analyze the existence of gender-bias in the Urdu textbooks at elementary level. Therefore the main focus was to identify gender-gap in representation of males and females and the ways through which textbooks reinforce social-stereotypic roles to both sexes.

This paper contends that in order to ensure sustainable development, in country like Pakistan, it is imperative to recognize the importance of two sexes (male and female) in social economic, political and cultural development of a nation societal reform is not possible without full realization of the potentials and capabilities of both male and female members. It is inevitable, therefore, that all members must have full and equal opportunities to utilize their capabilities and participate in development process. (Bhasin, 1993; Skelton, 1996) Historical

* Associate with Foundation University College of Liberal Arts and Sciences, Islamabad.
evidence regarding the gender status in Pakistan reveals that the social roles and values women and men assume in their lives do not assign equal status to both sexes. Bhasin (1993) argues that in almost all societies, particularly in patriarchal societies, men are considered heads of the house; breadwinners; owners and managers of property and active in politics; religion; business and professions. Women on the other hand are expected and trained for household chores; to bear and look after the children; to nurse the infants and olds and so on. Females are not supported to go beyond their limited role, which has been defined by the society. They are assigned traditional stereotypes and considered as less intelligent than men, having low decision making power; emotional and less trustworthy. Not just at national level but within the family man controls woman’s sexuality, labor or production and mobility. Bhasin (1993) continues to argue that the extent and nature of male control may differ in different families it is never absent. Her argument is reflective of Pakistani culture where not just in families but in professional life also women face such discriminatory positions at various levels.

Gender inequality is the issue of major concern of most of the South Asian’s societies because of the patriarchal culture prevalent in these societies. The dominance of males over their female counterparts. The patriarchal system is characterized by women’s subordination, and discrimination within the family, at the place of work, in society hence in all domains of social, political, economic and cultural life. Human Development in South Asia Report (2000) depicts the position of women in South Asia that growing up as a women in South Asia is a perpetual struggle, to be a woman in this region is to be a no-person. Woman bears the greatest burden of human deprivation in South Asia.

This gender discrepancy and/or gender inequality in South Asia is keeping women far behind men in enjoying basic human rights, let alone participating on an equal footing with men in education, job market or politics. The report throws light on the unequal, devalued status of women as:

Women in South Asia may work from dawn to dusk, but their economic contribution is scarcely acknowledged at the national level and their access to health, educational and other faculties lag for behind than that of men.


The researchers believe that Pakistan like many other South Asian societies is assumed to have patriarchal structure. Pakistani society as a result
assigns devalued status to its female members. Pakistani society prescribes different norms for girls and boys that cause gender bias in almost every aspect of their lives. Girls and boys, women and men dress differently, their toys and games are different even at very early stage. Girls are trained to be gentle, caring, nurturing and obedience, boys on the other hand are expected and trained to be strong, self-confident, competitive and rational. Adult roles and responsibilities for both sexes also differ, men are considered to be the heads of households, bread -winners, owners and managers of properly. Women’s role, on other hand, is limited to household only, they are expected to bear and look after children, do all household work and provide means of comforts to the male members of the family. Iqbal (1999) seems to support the researchers’ above-mentioned myth as she argues that authority and control over females are considered as symbols of status and honor; the family arranges marriages, divorce is considered abhorrent; women are not given a share in inheritance. Women especially rural women do not participate in political activities, neither are they encouraged to obtain basic education or seek employment.

Gender question in Pakistan is even more debatable. The prescribed role of women in Islam is often cited as a strong determinant of women’s status in Pakistani society. The researchers are in the view that in Pakistani society the primary role of women is viewed as mothers and wives. Though Islam undoubtedly, prescribes an evaluated status of respect to women. As this paper pertains to gender aspects of our Pakistani society, majority of the practices and values systems are derived from the dominant religion, which is Islam. It is important to denote here that in Islam both male and female are regarded as equal in humanity:

Allah created you from a single soul, and from the same soul created your mat. (Q. 1:4)

Islam makes no discrimination on the basis of gender:

O humankind, we created you all from a male and a female, and made you into races and tribes, that you may know one another. Surely the noblest among you in the sight of Allah is the most Godfearing among you. (Q.49: 13)

The notion that roles attributed to men and women are not static, appears to have lost its validity because societies start to reinforce gender roles soon after or even before the birth of a child. Social stereotype roles of both man and woman gain sustainability through their transmission from generation to generation.
According to researchers, it is a point of interest that how does boys and girls acquire cultural information about their gender roles? How does their behavior become aligned with society's expectation of female and male behaviors? This study contends that gender roles are learned as the result of a socialization process. The process of gender role socialization is also called gender role typing.

Right from an early age, children acquire clear cut ideas about males and females from family, school, and media. These provide models of gender typed behavior moreover reward gender typed behavior for the convenience of patriarchal belief/values and practices with family, social institutions, peers, media and the most important education.

**Family**

The process of socialization starts from the family with the interaction of parents to their infants:

The child starts inheriting elements of this stereotyped gender identity right from the beginning. The baby wrapped in blue is expected to be aggressive, tough and naughty while his sister, wrapped perhaps in pink is expected to be docile, soft, gentle and nurturing. Their toys, activities, quantity and quality of food and allowances may be different right from start, based on their gender. (Ahmed 1998, P. 9)

The researchers' view that process of socialization shapes the gender roles can be further justified through what has been stated by Perveez (1996):

They (parents) make pink frilly clothes for their girls and blue one's without frills and laces for their boys. The different treatment continues with the father's mock wrestling with his baby boy and gentler play with his fragile daughter and goes on as toy cars are bought for boys and dolls for girls. As the children grow parents buy kitchen utensils for the girls and assembly toys for boys. (Perveez, 1996)

**Social Interaction**

The process of gender-role socialization is not limited to the family only. Many other factors and institutions contribute in learning the expected role, behavior, and responsibilities. The researchers tend to agree with Rider (2000) and
Matlin (2000) when they argue that behavior of strangers is also an important factor in the process of gender role socialization. When people hear that a baby has been born, their most likely question is "Is it a boy or a girl?". Relatives and friends may convey gender stereotypes through their choice of greeting cards the boy cards show physical activity and action toys, whereas the girl cards emphasize the baby’s sweetness. Parents therefore receive a strong gender message as soon as they open the envelopes! Therefore relatives and even strangers, the researchers believe start gender role socialization soon after the birth of a child.

Peers

Once children begin schooling, a major source of information about gender is their peer groups, other children approximately their own age. On the first day of class, if they show non-gender appropriate behavior they may be rejected by their peers. Peers, according to Matlin, (2000) encourage gender typing in four major ways: (1) they downgrade children who act in a non-stereotypical fashion; (2) they encourage gender segregation; (3) they are prejudiced against children of the other gender; and (4) they treat boys and girls differently.

Media

Media including both electronic media such as radio, television and print media such as newspapers, magazines etc. shape the views of masses and reinforce the positive and negative attitudes.

In case of Pakistan, our television reinforces the traditional attributes and role of males and females. "Good women" in our television dramas are shown as self sacrificing, devoted, submissive, a good house keeper, careful with money, obedient, devoted to the interest of family, shy, modest, loving, patient... while the "Good men" are shown as having honour, bread winners, unemotional, silent, brave, independent, rational and intelligent. (Kumar, 1998; Ahmed, 1999) Family, Peers, media and social institutions and organizations are all the instruments responsible for socialization of gender roles. However the education is the most effective instrument for transmission of gender roles from generation to the next.

Education

Mentioned before the main focus of this paper is to investigate the role of education in gender and understanding in a society, the maintain assumption, therefore, is that education is one of the most significant influence on an individual regarding gender roles. Education reinforces appropriate and socially expected behaviors and obscure inappropriate behavior. Education as the most powerful source of role portrayal of the two genders merits exhaustive
investigation with all its components, both in formal and non formal domains. The teachers and textbooks provide orientation for specific gender roles.

It is emphasized that school structure and teachers’ behavior are likely to favor boys over girls. The role of textbooks is even more vital for providing differential reinforcement and modeling for each sex-role. The children and youth may imitate a number of behaviors depicted by the characters in prescribed textbooks. These characters are expected to reflect the culturally appropriate sex-role behaviors.

Images and role portrayed in textbook influence the whole education process because textbook is a central and defining feature of education. Textbooks symbolize a set of values and assumptions about one’s nation and world and one’s role and place within them. (Zafar, 1991) The textbooks provide a strong source of role portrayal of the two genders. In order to develop personality characters, Pelligrini, and Blatchford (2000) support the notion that the textbooks expose the youth to the cherished character models. The images students face in school textbooks are powerful in shaping their self-perception and views of themselves. Unfortunately portrayal of girls in most textbooks of many societies is not positive at all. There is a strong, clear unrecognized gender preference for males in the text reviewed. In miss-representing the real world, these texts promote the received wisdom that women are not competent, active citizens and deprive schoolgirls of positive role models.

These textbooks reinforce and nurture the traditional concepts of the differing roles of the two sexes. In Pakistan there seems to be no evidence on govt. policy at any time in our history, to recognize the present women bias, or tried to promote and encourage a more positive image of woman. Education policies of the country encouraged women to participate in education, to improve literacy and provide an opportunity to women to have access to education. Consequence of this negligence can be seen in form of male preference in the textbooks, and stereotypical and subordinate portrayal of women’s role. The tendency to portray women in nurturing passive role in relation to men persists in the textbooks; the belief is supported by the conclusions of many studies. A study by Ahmed (1999) reveals that

"From the very first language books for five years olds traditional stereotypical roles are established. One of the first illustrations is that of a girl helping her mother with household chores. Never is the male shown helping in the house. Except for the early readers, girls are never shown playing outdoor games. Even in her hobbies, she is circumscribed to physical inactive pastimes. Boys on the other had are shown as active curious … a boy is shown dreaming
of his future will he be a pilot, an engineer or even perhaps a nuclear scientist. (Shan 1985 p.81 cited in Ahmed 1999 p.9)

Another importance point, in our view is that many women who have shown their excellent abilities and talent in different fields such as science and technology, industry, freedom movement, or the women who served humanity are marginalized and their contributions remains unrecognized and unmentioned. Women of the present age are rarely featured in the text books. Especially in the context of Pakistan there are no role models for girls going to school. These gaps and elision reflect that Pakistani society apparently offers no incentives and/or vision to young women, who may wish to contribute to society in a manner that is outside the stereotypical roles assigned to them.

Another important intention of this study is that textbooks by presenting women in stereotypical subordinate role seek to limit the horizons of our young women. In many cases girls’ self perception may suffer, sense of inferiority may develop and missing information about many of women’s accomplishment in different fields of life may result in girl students’ low expectations of their own performance. They can become unassertive feeling that they do not have anything valuable to contribute, their innate abilities are snubbed and thus the society can not get fully benefit from the half of population of the country. The abilities and potentials of women remain largely unutilized.

Maltin, (2000) support these views by denoting:

When girls do not see themselves in the pages of textbooks.....[they] learn that to be female is to be an absent partner in the process of development of our nation (Maltin,2000 p.136)

In Pakistan where the question of gender inequality is being raised more frequently now textbooks appear to portray females in traditional and secondary roles, this crucial area has always fallen prey to continuous neglect of researchers. Different countries of the world, recognizing the value of and its inevitable adverse effects on nation and society, are giving due attention to the issue of gender in education and particularly in textbooks. In Pakistan also textbook board have gone into improving the content imagery in the textbooks however fall short of addressing the issue more openly. In these circumstances it seems not only appropriate but also inevitable to carry out a research how our textbooks are portraying female characters, possible impact of children’s perceptions and suggest same valid and practicable steps to address the problem, of under representation of females in textbooks.
Objectives of the Study

Main purpose (aim) of the study is to identify whether textbooks reflect gender bias or social stereotypes in portrayal of males and females. The specific objectives of the study are:

- To identify important characteristics of male and female images in textbooks, which indicate stereotyping, and gender bias.
- To compare the number of images of females with that of males in order to identify whether one sex dominates in proportionate representation or not.
- To illustrate the possible effects of gender biased textual material on students’ self-perceptions.
- To recognize images that assign traditional passive role to females.

Key assumption of the study

The most important factor means to reinforce sex-stereotyped roles is through textbook. The present study would focus the issue how the women and men are represented in traditional roles.

Methodology

The present study aims to discover the existence of gender bias in Urdu textbooks at elementary level. The complexity of the issue under consideration deserves in-depth study of the phenomenon; therefore qualitative research approach has been used.

Fieldwork of the study was carried out in District Layyah, in D. G. Khan division of Punjab. Layyah is a backward area in terms of its literacy rate, development and urbanization.

The study was based on multi-source data, collected through:

- Content analysis,
- Interviews, and
- Focus group discussion

Content Analysis

For the content analysis the textbook of Urdu class 6th was selected. Whole textbook was analyzed page by page. The analysis was decided to be taken against the sample characteristics, these sample characteristics included demographic characteristics e.g. sex of the characters portrayed in the textbook. a
(b) **Provision of Role Models to both sexes**

Strong gender inequalities persist in the textbook understudy with respect to provision of role models. Table #1.1 indicates the role models provided to both sexes.

<table>
<thead>
<tr>
<th>Lesson No</th>
<th>Lesson Title</th>
<th>Sex</th>
<th>Nature of Role Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Rasool Pak Ki Shafqat aur Sadagi</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>4</td>
<td>Ummal-Momineen Hazrat Khadija</td>
<td>F</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>10</td>
<td>Quaid Ki Bateen</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>16</td>
<td>Allama Iqbal</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>17</td>
<td>Do Kumsin Mujahid</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>19</td>
<td>Hazrat Data Gunj Bakhsh</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>20</td>
<td>M. Tofail Mohd Shaheed</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>21</td>
<td>Tameezdar Bahu</td>
<td>F</td>
<td>Indirect Role Model</td>
</tr>
<tr>
<td>23</td>
<td>M. Fatima Jinnah</td>
<td>F</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>27</td>
<td>H. Saad Bin Abi Waqas</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>33</td>
<td>Markoni</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>36</td>
<td>Talashi Haq</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
<tr>
<td>37</td>
<td>Mollana Zafar Ali Khan</td>
<td>M</td>
<td>Direct Role Model</td>
</tr>
</tbody>
</table>

2. (a) **Education of the characters**

In the textbook understudy, gender gap is present in the educational status of characters as exhibited in Table #2.

<table>
<thead>
<tr>
<th>Education</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Qualified</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>College Student</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Student</td>
<td>14</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>G.T</td>
<td>19</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

2. (b) **Occupation of the characters**

Table #3 reveals the male and female distribution of different occupations mentioned in the textbook.
Table - 3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Person</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Political Leader</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Teaching</td>
<td>7</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Office Worker</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Scientist</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Criminal</td>
<td>1</td>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td>Army Officers</td>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Service Workers</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Business</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>G.T</td>
<td>58</td>
<td>7</td>
<td>65</td>
</tr>
</tbody>
</table>

2. (c) Activities of the characters

   Table # 4 indicates the projection of a variety of activities, in which male and female characters have been shown in the textbook.

Table - 4

<table>
<thead>
<tr>
<th>Activities</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Person</td>
<td>23</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Political Activities</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Indoor Hobbies</td>
<td>6</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Out door Hobbies</td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Occupation Related-A</td>
<td>31</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Destructive Activities</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Domestic Activities</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>G.T</td>
<td>85</td>
<td>21</td>
<td>106</td>
</tr>
</tbody>
</table>

2. (d) Specific qualities attributed to the characters

   Each society has its own ways of valuing girls and boys, men and women. So the existence of sex stereotypes or the normative pattern of sex discriminating attributive qualities is evident. Textbooks often reinforce the social stereotypes of both sexes. In our society girls are often considered less competent, less intelligent, passive and emotional. During content analysis it was decided to explore the projection of specific qualities attributed to the both sexes and these are indicated in Table # 5.
Table - 5

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>10</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Advisor</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Brave</td>
<td>13</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Co-operative</td>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Happy</td>
<td>9</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Honest</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Loving</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Patriot</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Responsible</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Kind</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Wisdom</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>G.T</td>
<td>114</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

After analysis and interpretation of multi-source data it was necessary to cross-check (cross-analyse) the findings drawn through data interpretation. The information was triangulated to obtain accurate and concrete results, which are being discussed as under.

**Discrimination against females in proportionate representation**

It was evident through content analysis (see Table #1), interviews and Focus group discussion that females were relatively invisible in the textbook. Proportionate representation of both sexes was in favor of male characters that far exceeds in number to female characters. Major roles were also frequently assigned to males. The inequality in representation of sexes and in distribution of major and minor characters reflected social norms, which assign devalued status to females, and male’s role is spread-over to all spheres of life.

**Stereotypic portrayal of males and females in the textbook**

In the Urdu textbook the notion that outdoors is for males and females are for indoors seemed to be over-emphasized (see Table #4). Multi Sources data analysis revealed that it was always a boy who went outside to enjoy the ceremonies of the Urs, to visit historical places, to meet a friend and for strolling. Never a girl was shown going outside the home.

As textbooks reinforce the social limitation for females to go out their homes such stereotyping would be even more rigid and sustained. When females are expected to stay at home it leaves fewer chances for them to get education, enter into a profession and participate in social and political life.
Limited occupational choices for females

Data revealed that textbook seemed to support the notion that females being less intelligent, less competent and having low decision-making power are not fit for occupations of higher ranks. In the textbook male characters were shown in a variety of occupations, females on the other hand were not portrayed engaged in any specific occupation (see Table # 3).

The Urdu textbook in this way did not reflect the reality rather it influenced the reality. Reality is that in this present age of increasing demands, income of only male members is not sufficient for the whole family and the fact has forcefully pushed a considerable number of females in labor market. As the Textbook did not reflect reality in the representation of professional careers of females thus it limited female students’ career aspirations. This would be a contributing factor in reducing their confidence to pursue professional lives.

Females’ economic dependency and responsibility of domestic chores

Multi source data collected for the present study revealed the social norm of females’ economic dependency and their responsibility of household chores. Responses gained through teachers reflect an interesting variation when the teacher were asked about females economic status reflected through text book all the male respondents were of the view that in Pakistan, as an Islamic country women role was not to earn money but to train and rear children and manage home. Female respondents on the other hand were of the view that females should not be shown as economically dependent. The females’ respondents themselves being working women seemed to be aware of significance of economically independence for females. Males’ responses may be the result of misinterpretation of Islamic teaching or their own inner reluctance to see females as equal and economically independent, which is no doubt a great threat to their superiority. Responses regarding the issue of shouldering home based responsibilities to females only are not strictly associated to social norms. Male and female respondents believed that it is also a religious obligation to makes to help out in home based activities. In Islam duties of house keeping, like cooking, cleaning, laundry and even child rearing do not necessarily belong to the women, and she can claim a salary from her husband in return for such work.

Students responses showed some contradiction when they were asked about whether boys should help in household chores, more of them were positive in their views but while describing the qualities of a (good boy) and a (nice girl), for girls the quality of helping her mother at home was attributed but no such condition was made for boys.
Provision of Role Models

In order to develop socially desirable behavior patterns and characteristic in young generations, and provide them with excellent guidelines in challenges of life, they are exposed to cherished characters of past or present, called role models. Strong gender inequalities persisted in the Urdu textbook analyzed for this study concerning the role model for both sexes. Boys had been provided with a variety of role models from almost all-important fields of life, whereas, for females students there were only three role models. The Representation of female role models was largely as non-productive and subservient beings. The textbook had no examples or lesson on educated woman had shown excellent abilities in diverse fields and profession focused in the textbook. Thus the textbook limited the horizons for female learners and discouraged them to develop and utilize their innate abilities especially in non-traditional fields.

Conclusions

Male and female are two important human characters to form a society. They are equally responsible for existence of human life there’ll be no exaggeration to say that female role in this regard is more vital for being responsible to bear and rear children. Female constitute almost the half of the world’s population, their role in the society as well as in family especially as mothers; can not be denied which has a long-term effect on the overall character of the nation. Females have always contributed in all spheres of economic and social life as workers, farmers, homemakers and mothers, yet they face inequality because of discrimination on part of their male counterparts. They continue to suffer disadvantages in education, health and employment. In Pakistani society females are considered weaker sex, their responsibilities for household chores are devalued, and are considered as financial liabilities; an attitude underscored by the widespread practice of dowry. As a result females eat less and often after male, they are less likely taken for medical treatment, have less access to economic resources and social life which means the under utilization of half of our population that results in our under-development and low productivity. Gender bias or gender inequality is also privileged in expectations and attributes our society has for both genders. For boys and men career and occupational success is more focused and they are expected to be hardworking, ambitious, intelligent, educated honest, responsible, strong-willed and successful. Females on the other hand are expected to be kind, loving, attractive, good housekeeper, well mannered, nurturing and unselfish. These stereotypes and gender bias is reflected through the textbooks.

It is seen that women are relatively invisible from the textbooks. Another matter of interest is that females are not seen much and they are heard even
less. In the textbooks it means that they are seldom shown in active roles often passive and minor characters are assigned to females.

Women are always seen in social stereotype roles in which a girl child is seen as helping her mother or serving her male siblings or women's are portrayed as busy in cooking, cleaning or looking after the children.

Textbooks are responsible for reflecting the sex discriminated views about occupations. Women are seldom portrayed as professionals. Their role is limited to ambit of household chores where serving children and male members is the first and last occupation.

Textbooks do not portrayal women as independent economically even in the presentation of role models, the positive features and achievement are not focused the main focus is always their willingness or ability to serve and support their male family members. Missing information is evident about the females who have utilized their excellent abilities in different fields of life.

There is strong need to realize the fact that under-representation of females in textbooks can snub their potentialities and abilities which is not a matter of detriment for themselves but for the whole society has to suffer for it, after all females are the most important component of a country. In our culture gender has main functional significance but it is modifiable. First step in eliminating gender gap in the society can be well taken by the textbooks through non-stereotypical presentation of gender. Social change is unquestionable without a change in textbook policy.

Social status attributed to both sexes was also reinforced through the textbook. Females were portrayed as less competent, economically dependent with low description making power and in traditional role of home manager. Occupational choices exposed to female students were a few; attributions and activities characters were shown engaged in also reflected the social norms. Females were seen as passive, loving and kind busy in cleaning, cooking and other household chores. Males on the other hand seemed to be brave, wise responsible and powerful doing economically value and protective jobs.

Their self-esteem and development of personal identity may suffer especially in the case of females they may underestimate their potentials which will result in society’s deprivation to utilize the abilities of its half population as well as of the most important human resource component.
Recommendations
Following are some major recommendations to eliminate gender bias in textbooks:

- The government should take a policy decision for giving new representation to both sexes in role taking, role playing in portrait in textbooks.
- Textbook boards should increase the representations of female authors; they will hopefully do the justice to the female role portrayal.
- Female role models should be included; especially the educated, capable women who have shown their talent in new fields such as IT, science and technology should be given representation. This will introduce new horizons to our talented, intellectual and enthusiastic young females.
- In order to help females in changing their social status and to overcome the sense of inferiority and under estimation of their potentials, female characters should be portray in greater variety of occupation, in leadership and active kind of roles.
- An action plan must be made to recognize the textbook boards and it must be assured that devoted, professionals and highly qualified faculty would be selected for compilation of textbooks.
- A broader research should be conducted to analyze the textbooks of all educational levels in order to explore and address the problem of gender bias.

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QUEST FOR INCLUSION
IN PAKISTAN

By
Dr. Mahmood Hussain Awan
Dr. Tanzila Nabeel

Abstract
Marginalized / disabled students are no less value than students who benefit from the least academic and social opportunities. To pinpoint a student for segregation is a devaluation of his/her worth as a person and discrimination on the basis of circumstances for which they are not responsible. Working towards the goals of desegregating education system means making a commitment to do everything possible to provide appropriate learning support for all students in regular schools. There is no evidence that students selected for separate, special schooling, are students who cannot benefit from mainstream education. The benefits of inclusion have been well demonstrated and inclusion is widely accepted world over. Inclusive Education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities such as learners with special needs and disabilities. Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all Pakistan being an under developed country has meager resources to spend on segregated system. This paper highlights the rationale for inclusive education. The barriers which need to be overcome. It further recommends the ways, which if worked upon, will pave towards transition in Pakistan.

Introduction
Inclusive Education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal settings. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, communities, and reducing exclusion within and from education. Rather than being a marginal theme on how some learners can be integrated in the mainstream education,

* The writer is working as Assistant Professor in Allama Iqbal Open University, Islamabad.
** The writer is working as Assistant Professor in Allama Iqbal Open University, Islamabad.
inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It involves changes and modification in content, approaches, structures and strategies, with a common vision, which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children regardless of their strengths or weaknesses in any area.

**Inclusion – A Developmental Approach in Education**

Inclusive education as an approach seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. The principle of inclusive education was adopted at the Salamanca World Conference on Special Needs Education (UNESCO, 1994) and was restated at the Dakar World Education Forum (2000) as;

"..... schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized area or group.” (The Salamanca statement and framework for action on special needs education, para 3)

Inclusive education is not something additional to or separate from the mainstream education provision, but an alternative way of looking into educational development and responding to the diversity of learner’s needs. (UNESCO 2003)

Inclusion can be linked to reforming the status of persons with disabilities and marginalized group. Many countries have been influenced by the strong stance on inclusion taken by the international organizations and have begun to develop legislative frameworks for inclusion. However, for some countries it is clear that the goal of inclusion means all in the mainstream, while other retain a dual system for special and ordinary provisions. (Bernard, 2000) In highly developed countries, the priority has been breaking down the system of segregation as it relates to education provision.

In less developed countries, the priority has tended to consist of including a range of marginalized groups in basic education.....

In England, inclusive education has been at the core of a wider reform, which has been directed at enhancing the system’s effectiveness. Inclusion has been seen in the country as an essential pre-condition of bringing about quality education for all. In January 2002, a statutory framework for inclusion came into force,
strengthening the right to education in mainstream schools for children with statements of educational needs, which said that all children with SEN must be educated in a mainstream school unless this would be (i) detrimental to the efficient education of other children (ii) against parental wishes.

- In New Zealand, there remains a separate special system but with strong moves towards inclusion. The 1989 Education Act does not ensure mainstream access to all but the 1994 Human Right Act out laws discrimination because of disability.
- In Italy, an outlaw in 1993 abolished special schools and special classes and since then all special children are being educated in mainstream.
- In Uganda, education has moved away from the traditionally specialized model and the aim is now total inclusion in mainstream school. The introduction of the universal Primary Education programme in 1996 has led to much higher number of learners with special educational needs receiving mainstream education.
- In Canada, the amended School Act 1987, provides for the placement of all students in the regular class and considers every child should succeed there unless such a placement proves detrimental to the needs of the child or other children.
- In India, the government is reported as abandoning separate education for disabled children and asking all States to integrate such pupils into mainstream schools. The change of policy could eventually raise the number of disabled children in such school in India to 30 million. Most schools use various pretexts to refuse admission to children with any form of disability and the vast majority does not receive any education. However progress has been made after 1995 legislation to give disabled children in India access to mainstream schools.
- In U.S., the 1975 Education of All Handicapped Children Act ensured a ‘free, appropriate public education’ to students with disabilities in the ‘least restrictive environment’. In 1990, amendments renamed it the Individuals with Disabilities Education Act (IDEA) and required that children with disabilities be educated in the ‘least restrictive environment’ with their non-disabled peers as far as possible. The IDEA amendments of 1997 emphasize effective access to the regular curriculum for students with disabilities and assert that this can least be achieved in an inclusive setting. IDEA 97 requires that children with disabilities be educated in regular classes unless ‘the nature and severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (UNESCO, EFA, 2000)
Inclusion in Education Involves

- Valuing all students and staff equally
- Increasing the participation of students in and reducing their exclusion from, the cultures, curricula and communities of regular schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, with impairments and having special education needs.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students
- Emphasizing the role of schools in building community and developing values, as well as increasing achievement.
- Fostering mutually sustaining relationships between schools and communities
- Recognizing that inclusion in education is one aspect of inclusion in society.

Rationale for Inclusive Education

Why Do We Need Inclusive Education?

- Inclusive education starts from the belief that the right to education is a basic human right and foundation for a just society.
- In order to realize this right, the Education for All movement has worked to make quality basic education available to all (Dakar Framework for action)
- Inclusive education takes the Education for All agenda forward by finding ways of enabling schools to serve all children in their communities, as part of an inclusive education system (Fine, 2000)
- Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities – such as learners with special needs and disabilities, children from ethnic needs and disabilities, children from ethnic and linguistic minorities and so on... because children – whatever their disability or learning difficulty – have a part to play in society after school. An early start in mainstream playgroups or nursery schools, followed by education in ordinary schools and colleges, is the best preparation for an integrated life.
- Disabled children have an equal right to membership of the same groups as everybody else. A segregated education restricts that right and limits opportunities for self-fulfillment. People with disabilities or learning difficulties do not need to be separated or protected.
- Segregation restricts our understanding of each other, teacher’s, children to be fearful, ignorant and breeds prejudice. There must be a system to reduce fear and to build friendship respect and understanding.
- Discrimination in education leads to discrimination in society. Familiarity and tolerance reduces fear and rejection. Inclusive education contributes to a greater equality of opportunities for all members of society.
- Research shows children do better, academically and socially, in inclusive settings. All children need an education that will help them develop relationships and prepare them for life in the mainstream.
- There is no teaching or care in a segregated school, which cannot take place in an ordinary school. Given commitment and support, inclusive education a more efficient use of education resources.
- Pakistan, being a third world country, has meager resources to spend on segregated education system. There is an economic justification; it is likely to be less costly to establish and maintain schools, which educate all children together. These schools are cost effective. (Abdul Hameed, 2003)

**Barriers in Inclusive Education in Pakistan**

- Inadequacies and inequalities in the education system and its contribution to learning breakdown.
- Negative attitudes towards differences and discrimination and prejudice in the society manifests itself as a serious barriers
- The curriculum is unable to meet the needs of a wide range of different learners.
- The vast majority of academic institutes are physically inaccessible to many learners, especially to those who have physical disabilities.
- The basic centralization of the education system left a legacy of restrictive centralized control, which inhibits change and initiative. Legal responsibility for decisions tends to be located at the highest level and focus of management remains oriented towards employees complying with rules rather than on ensuring quality services delivery.
- Training needs of the staff at all levels are not being adequately met. Little or no training and capacity building opportunities exists for teachers, community resource persons, particularly care givers.
Lack of resources has long been a barrier, in the education system hence a barrier including children with disabilities or difficulties in learning in mainstream schools. The existence of special schools has been founded on a belief that they are better resourced to provide for the needs of children. However, if the inclusion has never to happen, it is much more expensive to educate a child with learning difficulties in a mainstream school with support than in special school.

The real barriers to inclusive education is not only lack of financial resources but attitudes and lack of commitment to transfer resources.

How to go through Transition?

The transition to inclusive education is not just a technical or organization change but also a movement in a clear philosophical direction. Pakistan has to define a set of inclusive principles and more practical aspects to guide the transition process through those principles. Inclusion in education is not likely to expand unless concerted efforts be made to promote mainstream approaches are made at national level. Inclusive education can be a part of a reform of the education system as a whole.

The development of an inclusive education system requires training and retraining of all education personnel. Curriculum, assessment and evaluation procedures, support services, funding mechanisms and overall administrative frameworks need to be adjusted to facilitate the development of inclusive education. Therefore, administrators and education managers from Ministry of Education, Local Governments, district services, voluntary organizations, NGO’s etc. need to be introduced to the principles of the inclusion and its implications for the system at different levels.

The curriculum in our education system is extensive demanding and rigid, having little flexibility for adaptations or for teachers to experiment and try out new approaches. The contents are sometimes, distant from the reality in which the student lives.

For inclusive education to be practiced there needs to be changes made in the aims of the curricula. The broader goals of curriculum can facilitate the development of more inclusive settings when it leave room for the institution and the teacher to make adaptation so that it makes suitable in the context of the individual learner.

Children’s success in school is often believed to be primarily a function of their intellectual aptitudes. While knowledge-based examinations are recognized to have their limitations in terms of both validity and reliability, formal standardized tests may also have adverse effects.
Therefore, inclusive curriculum demands a flexible, success-oriented means of assessment, examination and evaluation. In moving from statement of principles to the practical implementation of inclusive education an important early step is to carry out a thorough situation analysis. This focuses on identifying both the barriers to inclusion and the opportunities within the existing system for developing inclusive practices. Such analysis may either entirely be carried out within the framework of government or by an independent ‘think tank’.

Macro-level change can be difficult and slow, especially in a country where economic resources are scarce. In Pakistan, the goal of universalization of primary education has not been achieved due to lack of structural and administrative cohesion in the system. In this situation, macro-level efforts become crucial in initiating change towards inclusive education. Indeed, small scale initiatives can be essential as early step in all national contexts, acting as a catalyst in changing policy within the wider educational system and developing inclusive practices without having to wait for changes in national policy level. These practices, if are taken up anywhere in the community can be encouraged through professional support and additional funding. They can eventually become demonstration projects from which the rest of the system can learn.

The special and mainstreamed education is administered through different departments with different decision-making processes, regulations, funding arrangements and so on. The incorporation of special and primary stream of normal education within a single administrative structure can pave its way towards ‘Inclusion’.

It is important to give consideration to find ways of re-sourcing the transition process. An early step in the transition process might be the identification of a pool of resources, which should be available to support the implementation of the change.

These may be funded by new money allocated from the national budget or by mobilizing human and intellectual resources. It would be essential, therefore, that partnerships are formed between key stakeholders who can support the transition process. These include parents, teachers, professionals, and civic bodies. A theme, which is common to many countries in the transition process, is that development of inclusive provision does not necessarily require large amounts of new money and other resources. The key factors seem to be:

1. Existing funding is redirected towards developmental projects
2. Incentives are built into re-sourcing mechanisms for schools, local authorities and others to involve themselves in inclusive developments.

**Last Words to Say**

Marginalized / excluded population of children having equal right to membership of the community as everybody else. A segregated education restricts that right and restricts opportunities for self-fulfillment. People with disabilities or learning difficulties do not need to be separated or protected. Inclusive education is a human rights issue many more children could be included in the mainstream with benefits to everyone. But the process of inclusion can only be supported provided there is a change in attitudes and above all the stated commitment is practiced.

**REFERENCES**

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IMPROVING CLASSROOM CONDUCT

By

Dr. Naveed Sultana Khan*

Introduction

Today we live in a rapidly changing and shrinking world. It calls for teachers with a broad, deep and thorough understanding of life so they should impress their pupils by enhancing their knowledge and interaction with technological change. Teachers not only instruct, they also influence character and communicate attitudes. For aiming to this teacher should be aware of the behavior of his students both inside and outside the classroom. What is an effective teacher: How do I become one: How long does it take: These are questions which are asked and faced many times by every teacher (Young or old) of any institution. However, the answers or coping with these questions lead to the effective teaching learning process rather qualitative output for society as well as for individual. Becoming an effective teacher, teaching, although is complex task not an ease, should be effective. Because one is known as perfect or expert due to one’s qualitative performance in concerned task, job or assignment. So, some practices are used by the teacher effectively that related to the positive outcomes in learner. Activities such as objective lesson planning, teaching strategies, classroom management and control, provides a rich and comprehensive picture of the effective teacher. So, an effective teacher is amongst the foremost factors contributing to educational improvement

Objectives

The following objectives were focused in the present study:

1. To explore the personality of teacher as a model role.
2. To analyze the different views of experts about the changing role of the teacher.
3. To understand the importance of classroom management for improving the teaching learning process.
4. To analyze the students opinions about their teachers.
5. To give suggestions to the teachers for improving their role as the “best teacher”.

Teaching and Changing Role of Teacher

No dynamic teaching is possible without a dynamic teacher. So, an effective teacher is known through his/her effective and qualitative teaching. Now, the education is supposed to be child-entered, so the teaching learning

* The writer is working as Lecturer, Secondary Teacher Education Department Allama Iqbal Open University, Islamabad.
process should be aimed at all-round development of child. The task of teacher in classroom is called teaching, which is complex, but an art.

According to Crowl (1997)
*Teaching is more art than science and technology. Like only an artist the teacher main function is creative decision making about how to act, what to and how to perform in order to achieve. The result he/she desires.*

Efforts to improve quality of classroom or teaching learning process are not new, but in recent years have received increasing attention. External pressure, i.e. family, society and technological changes have played an important part about the performance of schools.

The changes which will and already are affecting teacher’s role being placed in three categories:

1. Technological change.
2. Changes in pedagogy.
3. Change in curricular content.

By compromising these changes, there is need for teachers to change their role to adapt to the rapid changes in society. A good teacher must has ability and willingness to consider what changes are needed, and put them into effect.

Two ideas are laid down about teachers: they are born not made, or are made not born—Undoubtedly, innate abilities or inner self of any person can never be overlooked. But for aiming qualitative change in teacher and raise the standard of teaching learning process or classroom activities, training is indispensable. Fredrich also augmented this thought as:

>To have good scholars you must have good teachers, but to produce good teachers there must be good teachers training institutions:

As such, the importance of a trained teacher in educational process is unquestionable. Therefore, the quality of education is directly related to the quality of instruction in the classroom. Teacher is considered the most crucial factor in implementing all educational reforms at the grass-root level. As a nation builder of tomorrow his/her performance is the most crucial input in the field of education. Whatever policies are laid down, in the ultimate analysis they have to be interpreted and implemented by the teachers as through the teaching learning process. So the fundamental role of teachers shall be not only through classroom instruction and numerous other ways, to build the character of their pupils. They
have also to participate in the management of a variety of services and activities which educational institutions undertake to implement their programmes.

In the eyes of the general public, however, the teacher job is still "to teach" a broadly agreed body of knowledge, skills and a set of values (lead to culture). Hence teacher undertakes many attributes such as model role, architecture, designer, actor and co-worker. Anyhow some of the features of the role and functions of the teacher in the classroom can be itemized by Cohen and others (1996) as:

<table>
<thead>
<tr>
<th></th>
<th>Manager:</th>
<th>There is to manage the total learning environment.</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>Observer:</td>
<td>Effectiveness depends on the ability to scrutinize or see the child, actions, reactions and interaction closely.</td>
</tr>
<tr>
<td>3.</td>
<td>Diagnostician:</td>
<td>Integral part of observing, identifying the strengths and weaknesses of each child and devising programmes accordingly.</td>
</tr>
<tr>
<td>4.</td>
<td>Educator:</td>
<td>Deciding aims; objectives nature and content of curriculum and learning programmes.</td>
</tr>
<tr>
<td>5.</td>
<td>Organizer:</td>
<td>Organizing the learning programme.</td>
</tr>
<tr>
<td>6.</td>
<td>Decision maker:</td>
<td>Choosing appropriate learning materials, deciding on topics, projects and individual programmes.</td>
</tr>
<tr>
<td>7.</td>
<td>Presenter:</td>
<td>Teacher as expositor, narrators, questioner, explainer, and investigator of discussions.</td>
</tr>
<tr>
<td>8.</td>
<td>Communicator:</td>
<td>It also involves talking to other members of staff or school.</td>
</tr>
<tr>
<td>9.</td>
<td>Facilitator:</td>
<td>Acting as mediator between the child or class and problems in hand.</td>
</tr>
<tr>
<td>10.</td>
<td>Motivator:</td>
<td>The role entails arousing and sustaining interest.</td>
</tr>
<tr>
<td>11.</td>
<td>Counselor:</td>
<td>Teacher advise on a whole range of problems and issues, educational, personal, social and emotional.</td>
</tr>
<tr>
<td>12.</td>
<td>Evaluator:</td>
<td>A crucially professional aspect involves evaluating, assessing and recording children’s ability, achievement and progress.</td>
</tr>
<tr>
<td>13.</td>
<td>Learner:</td>
<td>Utmost factor and role is learning by possessing all factors. This involves modification of behaviour by experiencing of the different tasks in desirable environment.</td>
</tr>
</tbody>
</table>
The teacher’s task is multifaceted matter s/he needs to possess following aspects for performing effectively the above listed roles.

Pollard and Tann (1988) have identified these aspects:

1. Self knowledge (about strengths and weakness).
2. Open mindedness (about all aspects of teaching learning process).
3. A personal Philosophy (determining aims/objectives assessing work and deciding on approach and materials).
4. Child development (knowing about intellectual, physical emotional, and social development theories as well as individual difference).
5. How child learn (about motivation, learning theories, used of rewards and punishment, relation of language and experience.
6. Group behaviour (concerned with handling groups and awareness of group dynamics is helpful).
7. Subject Knowledge:

Morrison (1988) augmented the subject knowledge, that subject teaching and curriculum leadership on a subject matter basis might be very useful because teacher would possess:

**Academic knowledge**

- Professional and pedagogic knowledge (experience of how to teach the subject effectively, based on knowledge of how children learn in the subject, how to diagnose children’s and to plan subsequent curricula and learning pathways for them, how to assess children’s performance, how to plan for progression and continuity in the subject.
- Awareness of the latest developments and researches in the subject.
- Enthusiasm for the subject.

According to the Jayamana (1962), the following five areas were considered to be of importance for the teacher efficiency:

**Professional knowledge.**

- Acquaintance with principles of Psychology.
- Ability for classroom management school organization and educational administration.
- Relationship with others.
- Personal qualities.
Precisely teacher involves multiphase matter so his/her attitudes towards classroom environment are pivotal and influential factor for producing student achievement, enhancing classroom morale or overall effective teaching learning process. Hence teacher attitudes are categorized in general three areas:

Attitudes about teaching and learning.
Attitudes towards pupils and
Attitudes towards self. (Sprinthall, 1990)

Boardhead (1987) examined the following quality-based features, related to the identification of good teacher.

The good teacher is defined as:
- Reliable, punctual, co-operative and willing
- Committed to further professional teaching
- In conjunction with colleagues. Able to establish long term aims and short term objectives and set learning objectives.
- Capable of responding to professional team work.
- Capable of carrying out tasks without bias
- Involved in after-school activities and clubs.

Reily (1991) also concluded that three major factors or categories of outstanding teachers as:

A = in the Classroom
1. Flexibility
2. Empathy
3. Personal touch
4. Experimental attitudes
5. Skill in asking questions
6. Knowledge of subject
7. Well established exam procedures
8. Provision of definite study helps
9. Appreciative attitude towards students.
10. Informal conversational style

B = Ways of Viewing Self
1. Identification with people
2. Basic feeling of adequacy
3. Self concept as reliable trustworthy
4. Appreciated
5. Worthy
C = Ways of Viewing Others
1. Positive view of others
2. Trusting, accepting of others
3. More favorable view of democratic procedure
4. Willingness to share others point of view
5. View of students as individual exhibiting trust and respect.

Smith (1988) also listed some characteristics of a bad teachers
1. Demands passive learning and has a single dominating teaching style.
2. Emphasizes punishment rather than praise, stress rather than calm, and hardly ever smiles or laugh.
3. Defines self-expression, the arts and most form of spontaneous creativity as not being work.
4. Has a suspicious attitude towards change rather than an informed opinion.
5. Often insults children and yet expects good manners and tolerance.
6. Has a style of control that builds up petty incidents out of proportion and has a similar level of punishment for all incidents, big or small.

Precisely, the classroom is a learning laboratory, a social center, a peer group and collection of individuals. Now the classrooms are over crowded and quite busy places. So if the classrooms activities are inherently attractive and worthwhile absorb the students attention and energy. So since teaching is an individualized activity, it is recognized that there is need to create a atmosphere conducive to qualitative teaching learning process. For this purpose teacher must has to use different teaching methods and devices. Methods and devices of teaching must expand the range of students imagination thinking, creativity and interest. But teachers should also keep in view the individual difference of students for using and applying different methods and approaches.

Although knowledge skills attitude may be imparted by different teaching techniques and methods. But the present approach to teaching particularly in our school, just emphasis only on attendance and memorizing. This way can neither retain nor enrich the pupils improvement in teaching learning process so classrooms teaching does not require only relevant methods. But many other factors are also involve. In which classroom management is the vital component for classroom teaching.

Classroom Conduct (Climate, Management, Discipline)
The search of the components of classroom teaching obviously leads to the classroom conduct. So for the compromising the teacher and students classroom environment or climate has the significant role or position in teaching learning process. It is the atmosphere or mood in which interactions between
teacher and students take place. So teaching is not a simply a matter of talking (teacher) and listening (students). An important factor as classroom management for producing congenial atmosphere is concerned to achieve good standards of teaching. (Paul Eggen, 1999) So management or organization of the classroom is a framework for securing and monitoring the cooperation of students in classroom activities. Management and control is a multifaceted matter concerning all aspects of life school and all aspects of a students personality and all aspects of a student’s personality and a teacher’s craft. Such as preparation and planning suitability of material, teaching methods, teachers pupil relationship and so on).

Woolfolk (1995) defined the classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. So it encompasses a range of activities but for effective teaching and effective classroom management a teacher requires.

a) Extensive knowledge what is likely to happen in classroom
b) An ability to process a large amount of information rapidly and
c) Skill in carrying out effective actions over a long period of time.

Hence different ways of management have adopted by teacher for enjoying his / her responsibilities and duties. Such as laissez-faire an autoocratic or authoritarian and democratic set up is better to create relaxed learning atmosphere.

The major purpose of classroom management to maintain discipline for creating a supportive atmosphere that helps teachers to justify his duties in the classroom. So discipline is not separate or extra to teaching. Discipline strengthens the behaviour. So good behavior and good teaching can not be separated. Both are augmented through discipline. Some key elements of good discipline and management are shown in following box:

<table>
<thead>
<tr>
<th>Key elements of good discipline</th>
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<tbody>
<tr>
<td>Curriculum content</td>
</tr>
<tr>
<td>Matching</td>
</tr>
<tr>
<td>Reward &amp; Punish Appropriately</td>
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<tr>
<td>Relationship</td>
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<tr>
<td>Classroom organization</td>
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<tr>
<td>Teaching learning style</td>
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<tr>
<td>Resource use</td>
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<tr>
<td>Contracts</td>
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</tbody>
</table>
The view that we can espoused by this box here is that discipline ensures and keep the teachers and students on task and working. Therefore it seems a "built-in" element of teaching rather than a bolt-on extra. It touches all aspects of a school. (Louis Cohen 1996) Good classroom conduct promotes the good behaviour which is founded on several fundamental key principles presented by Docking (1990) as:

- The need to ‘promote the positive’ and to build self-esteem in student.
- The need to provide opportunities for students to experience success.
- The centrality of motivation, interest in and enjoyment of all aspects of school life.
- The need to attend to and support the whole person.
- The promotion of empowerment autonomy and responsibility in students.
- The need of consistency.
- Involving and addressing all aspects of school life and curricula, all relevant parties (within and outside the school) and all aspects of the student (e.g. Psychological and emotional well-being) i.e. a concern for total quality.
- The recognition that pastoral, behavioural and academic needs exist in symbiosis with each other.
- The need to consider the ‘persona’ of the student teacher.
- The need to promote a positive ethos and climate in the school and classroom which extends to the physical emotional psychological and social as well as to the academic aspects of school.
- The need to be proactive considering preventative measures and measures to de-escalate trouble quickly.
- The need for negotiated and agreed rules, rewards and sanctions.
- The need for communication e.g. of expectation boundaries acceptability responsibilities rules, praise, feed back.

By concluding these points it seems that classroom management depends upon the personal qualities of teachers, his poise, self control, self assume, sense of human sympathy and his relationship with his students colleagues and head. According to Louis Cohen (1996) for improving the classroom conduct teacher should keep in touch some of the features that make up the classroom environment and some situational factors that impinge on effective teaching and learning.
These factors may be categorized as:

**Purpose: Improving Classroom Conduct**

<table>
<thead>
<tr>
<th>Physical Environmental</th>
<th>Emotional Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Voice</td>
</tr>
<tr>
<td>Equipment</td>
<td>Attitudes and expectations</td>
</tr>
<tr>
<td>Notice Board</td>
<td>Teacher’s beliefs Classroom</td>
</tr>
<tr>
<td>Seating</td>
<td>Atmosphere and student</td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
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<td></td>
<td>Humor</td>
</tr>
<tr>
<td></td>
<td>Leadership Styles and teaching methods</td>
</tr>
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<td></td>
<td>Self-esteem (Teacher &amp; Student)</td>
</tr>
</tbody>
</table>

Teacher – student relationship

Modeling (Demonstration)

Teachers attitudes and expectation

These factors show that classroom teaching requires good and congenial environment which causes standard output and qualitative achievement. If teacher does not keep in mind all these factors his/her classroom performance will be unsatisfactory or marginal. Hence individually and separately these factors may be examined Factors of marginal or Unsatisfactory Performance.

Not all teachers performance is satisfactory to themselves, or the pupils and school. There are many factors which can effect a teacher performance. Bridges and Gumport (1984) listed the following factors.

1. Failure to maintain discipline or classroom control.
2. Failure to treat pupils properly.
3. Failure to demonstrate master of the subject matter being taught.
4. Failure to impart subject matter effectively.
5. Failure to produce the intended or desired learning outcomes in the class room.
6. Failure to accept teaching advice from advisors and colleagues.
Curtis (1982) also presented same factors:

1. Poor management of school causes the deteriorated attitude and declined efficiency of teachers.
2. The external factor such as insufficient training, emotional distress of the teacher, pupil misbehavior, poor working conditions, time pressures, poor school ethos adversely affect the performance of teacher.
3. Ill health, physical and mental can have a detrimental effect on teaching performance.
4. Lack of motivation, lack of preparation of teacher also affect the performance.

By coping these factors some actions, remarks may be adopted and followed for aiming of product variables, achievement, outcomes or desirable change in the behavior of students.

Smith and Laslett (1993) suggested the four Ms as the package of teaching skills.
M= Management Of the classroom and planning of lessons which will enhance pupils learning requires an ability to analyze the different elements and phases of lessons to select and deliver appropriate material and reduce sources of friction.

M= Modification It covers the planning of activities to change pupil behavior and decisions on rewards and punishments.

M=Mediation Which covers interactions with individual pupils where problems exist, helping pupils to raise their self-confidence and avoiding confrontations.

M= Monitoring Relates to checking school policies on pupil behavior and cooperation between teachers in helping to solve problems

In the above discussion experts have stated some qualities of good teacher. The qualities of a good teacher directly affect the performance and behavior of the students. This is incomplete without getting the opinions of the students about their teachers. After getting the views of the students a complete picture of good
teacher can be drawn, which may be more and more useful for the students and for the society. So the present study was also aimed to attain the opinions of the students about the overall teacher’s role in the context of real objective would be not only to make a pupil learn a subject, but to build up his personality as desired person.

Methodology
This is a survey study wherein a qualitative aspect of the teachers was explored. This was conducted in four Govt. girls’ high schools of Bahawalpur city (Pakistan). 300(three hundred) students of 9th class were taken as sample. The researcher distributed the questionnaire personally among the students and explained the questionnaire items before them. Data collected through questionnaire was tabulated analyzed and interpreted. Keeping in view the objectives of the study findings were drawn and recommendations were made for the improvement of quality of teacher.

Findings
Findings of this study may be categorized competency wise as under:

A. Competencies related to Subject and Subject Teaching:

A. 1 Knowledge of Subject Area.
A.1.1 90% agreed that teachers have knowledge concerning basic principles, concepts, rules and regulation relating to his subject.
A.1.2 80% respondents opined that teachers could not implement properly all knowledge of his subject.

A. 2 Knowledge of Subject Area Teaching.
A.2.1. 90% agreed that teachers did not relate the subject matter to pupil level.
A.2.2 98% respondents opined that teachers did not consider the pupil’s mental, emotional, social developments in his teaching plans.
A.2.3 80% agreed that teachers did not have thorough knowledge of subject- specific teaching approaches, ways and techniques.
A.2.4 99% responded that teachers did not know and use the information technology.
B. Competencies related to Teaching Learning Process

B.1 Planning

B.1.1 80% agreed that teachers could not make appropriate lesson plan considering pupil’s need and subject area.

B.1.2 95% respondents opined that teachers could not establish good connections between previous and following topics.

B.2 Teaching Process

B.2.1 98% agreed that teachers did not explain the significance and purpose of lesson.

B.2.2 80% agreed that teachers did not use the different teaching techniques which are related well to objectives pupils need. They just used the lecture cum bookish method.

B.2.3 90% responded that teachers did not use the A.V aids, daily life examples, motivation techniques, questioning answering techniques team teaching and discussion with students during teaching.

B.2.4 98% agreed that syllabus was completed within time.

B.2.5 90% respondents opined teachers did not attend the children in their free time.

B.3 Classroom management

B.3.1 The following details i.e. punctuality, dutifulness manners, discipline, comfortable atmosphere, individual attention, personality of teacher, cleanliness of classroom and students, awareness of students needs and problems happy and hailing mood of teachers while entering in classroom, lesson planning, classroom facilities etc. are involved in class management. In this context 90% agreed that our teacher did not give importance to these details of classroom management.

B.3.2 95% respondents opined that teachers did not make efforts to be efficient in learning outputs and pupil behaviors.

B.3.3 98% agreed that teachers did not care about the self esteem of the students, belongingness to others, parent teachers meeting, encouraging the students participation, friendly attitude, character building and observing the code of ethics.

B.3.4 90% agreed that teachers were involved in punishing the students, insulting and snubbing them, and harshly speaking with students.
B. 4 Communication
B.4.1 98% agreed that teachers did not make the lessons more attractive to provide participation in class.

B.4.2 98% agreed that teachers did not make the lessons interesting while applying suitable organization and structure in lesson, and communicate effectively.

C. 1 Evaluation
C.1.1 98% agreed that teachers could not evaluate the student in relation to the targets of the lesson and consistently. They just poor used of only part of subject-related measurement.

C.1.2 90% responded that teachers gave seldom feedback to the students instead of continuous feed back of their performance.

C.1.3 95% agreed that teachers did not try to find the reasons why pupils have failed.

D. 1 Factors pointed out by the students.
D.1.1 Students were asked if they were teachers then how would they become good teacher. In this term majority (64%) of the respondents pointed out the following factors i.e. congenial atmosphere, proper handling of mistakes, self-esteem of students, built in discipline, all students participation, preparation of lesson, checking the home work, solving the students problem, proper presentation of lesson, questioning answering technique, motivational techniques, developing confidence, weekly test, weekly tutorial activities, class competition, and monthly parents meeting.

By analyzing the opinions of the students we may easily conclude that majority of the teachers particularly in Government schools are not performing their duties and responsibilities adequately. Teachers as tomorrow builder is not doing so well in producing the desired output for society. Resultantly less character building and ill balanced citizens are being produced in Pakistan. Teacher is just anxious about his/her rights not ambitious about responsibilities. Student may be the index of reflection of the teacher. So by concluding this study some suggestions are given for the improvement of the teacher performance which should be effective, interactive attractive and communicative.

Fifteen characteristics of best and worst teacher are described by the selected sample of students.
<table>
<thead>
<tr>
<th>Effective Teacher</th>
<th>Ineffective Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sincere</td>
<td>Unfair</td>
</tr>
<tr>
<td>Patient</td>
<td>Negative</td>
</tr>
<tr>
<td>Flexible</td>
<td>Rigid</td>
</tr>
<tr>
<td>Good Discipline</td>
<td>Moody, Irritable</td>
</tr>
<tr>
<td>Caring helpful</td>
<td>Overly critical</td>
</tr>
<tr>
<td>High expectations</td>
<td>Cold Impression</td>
</tr>
<tr>
<td>Friendly toward Students</td>
<td>Unfriendly towards students</td>
</tr>
<tr>
<td>Fair Honest</td>
<td>Dislike of teaching</td>
</tr>
<tr>
<td>Consistent</td>
<td>Poor discipline</td>
</tr>
<tr>
<td>Students seen as individual</td>
<td>Classroom engenders, bad feeling of guilt</td>
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<td></td>
<td>fear, Jealousy, resentment, anger</td>
</tr>
<tr>
<td>Enthusiastic, Likes teaching</td>
<td>Dull, boring</td>
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<tr>
<td>understanding</td>
<td></td>
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<tr>
<td>Good planning organization</td>
<td>Distracting mannerisms</td>
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<tr>
<td>Sense of humour</td>
<td>Punitive Distrust of (Lack of respect for</td>
</tr>
<tr>
<td></td>
<td>students)</td>
</tr>
<tr>
<td>Knowledge in subject</td>
<td>Not knowledge in subject</td>
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</table>

**Recommendations**

1. Teachers should arrive at class punctually.
2. Lesson should be planned and organized.
3. The objectives of the lesson should be clearly stated in the early part.
4. Lesson should get off to an interesting and brisk start.
5. Materials and equipment’s should readily available.
6. Class work should be marked regularly and thoroughly.
7. Teachers should speak clearly and audible at all time.
8. Teachers should anticipate difficulties and react positively to them.
9. Teachers should be seen to be “fair” by pupils.
10. Teachers should assess the needs and possible interest of the students.
11. The language should be simple, clear, unambiguous and decent.
12. Brief, snappy questions, discussions should be used to check student’s comprehension.
13. Teachers should avoid slowing down or excessively speedy the pace of the lesson.
14. Teachers should avoid confrontation humiliation insult and inappropriate of punishment in the classroom.
15. Teachers should try to be polite, humorous and wit which help pupils to enjoy a lesson.
16. Involvement of all pupils must be made possible in teaching learning process and to encourage the pupil to contribute ideas.
17. Teachers should use examples, illustrations and demonstrations to explain and clarify the lesson.
18. Lesson is being taught should depend on distribution of time: past, present and future as well as knowledge skills and attitudes.
19. A constant overview of the class should be kept.
20. Teachers should beware of what individuals are doing.
21. There should be emphasized on cooperative teaching, team teaching and feed back for improving classroom conduct.
22. Teachers should keep in mind the respect of authority, self-esteem of pupil, respect and care of property of school, self and students.
23. Five key behaviors clarity, variety, task orientation, engagement in learning and moderate to high rates of success should be occurred by the teacher in teaching learning process.
24. Teachers should be enthusiastic for the subject, for pupils and their response to it.
25. Careful attention to students contributions with encouragement to refine their ideas in discussion.

REFERENCES


PLANNING FOR NON-FORMAL EDUCATION

By
Dr. Muhammad Rashid*
and
Zahid Ali**

Abstract
Planning is essential for any systematic attempt to achieve desired goals. The use of planning is to discover and prepare the way for action that should be taken in to account. Planning should, therefore, results in programmes that help people to find more satisfactory modes of living and of making a living. Knowledge of programme planning process helps in gaining sense of clear direction, adds to work efficiency and increases personal satisfaction.

Introduction
The Non-formal education is known as out of school education in any non-school learning where both the source and the learner have a conscious intent to promote learning. The non-formal educational activities are organized outside the formal system of education in which non-formal education is part of the whole integrated concept of the educational system.

No any meaningful comparison can be drawn between the non-formal and the whole concept of the educational system unless an analysis of efficient methodologies and techniques of different levels of development of non-formal education in various regions of the world are reviewed.

The non-formal education programme requires a flexible planning which can be linked to the special nature and diversity of programme properly articulated with the planning of the rest of educational system in order to be able to respond efficiently and appropriately according to the aims and circumstances of non formal educational programme. In the preparation and development of plans for non formal education, the main emphasis the development is to give maximum benefit to the people. It must originate from the people themselves who should participate in decision-making, in considering, planning and implementing their planning. Quite often, the planers have little practical experience with the programmes they elaborate, while placing the programme at a distance from the implementers.

* Dean, Faculty of Education, Allama Iqbal Open University, Islamabad
** University employee and M. Phil scholar of Allama Iqbal Open University, Islamabad
Planners should know the local situation best, because it is the local people themselves who can translate the programmes into successful situations.

The Non-formal is essentially for the uplift and rehabilitation of the rural people. If local communities are to be helped through non-formal programmes, in order to launch their programmes for rural development, they should have in decision making so as to be in accordance with the values and aspirations of the rural people.

The Concept of Non-Formal Education

In order to understand the clear definition of non-formal education, it is essential to define the following three important modes of education:

1. Formal Education
2. Informal education
3. Non formal education, while defining formal education Coombs, et. al. (1973, pp. 10-11) stated:

By formal education we refer of course to be hierarchically structured chronologically graded “educational system” running from primary school to the university and including in addition to general academic studies, a variety of specialized programmes and institutions for full time technical professional training.

Similarly, Coombs, et. al. (1974, p.10) stated about informal education as the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment from family and neighbours, from work and play, from the market place, the library and the mass media.

Rashid, M. (1998a, p.8) gave a comprehensive definition of non-formal education as “Non formal education is any organized activity outside the established formal system to solve certain problems of education for individual growth as well as national development. The education provided under non formal education is both need base and functional, non formal education is not only cost effective, but innovative and good oriented also

Specific Requirements for Planning of Non-Formal Education

The following important points are considered when making decisions at different level e.g.:

- Geographic diversity
- Personnel structures
- Integration
- Horizontal and vertical levels
- Coordination etc.
The current educational activities which are planned for the rural areas are quite remote from the needs of the rural people and the amount of education is either not properly aligned to their needs or is inadequate and the quality of it is below the national level. Due to tight centralized planning programmes there seems to be increasing dissatisfaction with the efficiency of centralized planning which has eventually led to alternatives which are being sought. Hindrances as imposed due to:

- decision at gross-root level
- local assessment of learning needs
- participatory planning
- decentralization of planning
- planning of non formal education at the local level
- integrated rural development planning are some of the everyday problems involved due to which the non-formal programme could not be carried out as desired.

The specific characteristics and requirements of non-formal education ask for the application of a systematic traditional planning procedure to this field. Planning of non-formal education is a process of development especially in the rural area, where planers are coming to realize that an effective national educational system must be composed of both out of school and in school educational processes.

For rural development to be viable in the long run, the planners of non-formal education should pay greater attention to local involvement and to the development of rural institutions. Local participation may also be involved in planning, including the assessment of local needs, because participation in planning and implementation can help develop the self-reliance, that is needed to accelerate development.

- It is important to remember when planning with local participation in mind that the assessment of the quality of labour force should be taken into account.
- Considerable emphasis may be placed on the training of the field and administrative staff, so as to intensify services over time. If the local communities held meetings with the regional officers, the needs of the local areas can be highlighted and explained by them. Reports on he feasibility of projects can be carried out and discussed in such meetings. Many problem areas can also be discussed and sorted out for action and further process. The field worker, if he is a
good orator, can instill enthusiasm in the peoples and they work more quickly and efficiently. The field officer and the regional officers are the most important people in non-formal projects.

Most of man’s history is characterized by non school phase, the formal school – education phase and the partnership in which non formal education exists with formal school education – and is called life-long education. In this context, the framing of non-formal education becomes a process, which must take place in the context of planning for the complete range of educational activities in the society. The education system thus becomes a set of activities serving all ages by providing opportunities to learn what they need to learn as changes take place in their life style and lifetime. The planning of non formal education is a difficult and double task to carry out the basic research which will provide a solid understanding of the characteristics of various forms of non formal education which would mean devising techniques to make maximum use of these activities. Quite often Planners have little practical experience in as pointed by David, R. Evans (1981, p. 61)

1. The programmes they put forth, as the implementation of certain plans place them at a distance from the main course of action, due to the levels of aggregation & simplification.

2. Another problem of non-formal education programme is the complexity of organizers, management and staffing.

3. Crisis and changes in the education policy also force various areas in the planning and management to be abandoned. That is why most of the planning of non formal education at national and regional level is not well intended and is some times, over-ambitious because it was neither tested nor consulted at the national level.

4. Of all the problems of non formal education the most complex and most resistant to remedy are those associated with the planning and management of these programmes.

5. The planning procedures required for the new approaches in educational programme are quite different from the kind of planning which is directly engaged in raising the consciousness of people.

6. Designing educational and management structures to, initiate facilitate and incorporate participation prevents significant new challenges to planners.
Issues Pertaining to Non-Formal Education

Planning non-formal education involves a series of some critical issues, to be considered as indicated by Lawrence (1985, p. 43)

How can non-formal education be developed so that it does not constitute a lower quality – second-class alternative to formal schooling?

- Can societies tolerate a dual educational system which tends to reinforce the division of society into groups of different economic and social status:

The issues need a substantial social change in the formal education for which policy makers and planers have to reassess the role of all kinds of education in development.

Much of the non-formal education has been developed and sponsored by non-government sector e.g.:

- Private voluntary organization, Religious bodies and Community groups

The prospects for further development and the limitations of these programmes are the main future issues regarding planning of non-formal education.

Some important questions as pointed out by Rashid, M. (1998b, p.91) regarding the sponsorship of these programmes by private sectors are:

- How do public and private programmes in non-formal education coordination and cooperate with each other?
- Government financial assistance be given to private sectors and will that undermine some of the independence of these programs?
- Will government planning and control of non-formal education tend to reduce their effectiveness and their responsiveness to local needs?
- Who should pay the cost of non formal education – the user or the society – when most of the cost of non formal education is already paid by the society:

A review of these issues must be considered it indicates that there are many problems of diverse nature, which from the planning point of view must be
sorted thoroughly. It should also be noted that supplementary non-formal education also serves a section of people who have already benefited from some participation in the formal education system.

Most important thing to consider for non-formal education planning is that the field and regional officers must be given adequate training to convince people to take an alternative development path in which their participation, enthusiasm and active evolvement is very important.

Priorities, needs and interests should also be identified and placed within the socio political and economic context and the plans be then taken to the provincial government.

From the above it is submitted that the non-formal education programme should be planned within a framework of well-conceived national and rural development strategies adapted to fit each area. All the non-formal educational projects in rural areas should be linked with relation to a general strategy to each other’s designs. In order to ensure integration of these programmes, previous improper schemes, if any should be abandoned in favour of new more powerful ones: basis measures for non formal planning are as highlighted by Boyle, D. K. (1985, p. 14)

1. All organizations concerned with non-formal education should collaborate more closely with each other.
2. National policies should be prepared considering the comprehensive strategy for rural development and any thing that does against the national policies to land, water, trade, prices, fiscal affairs endangering rural development must be abandoned or corrected.
3. Within the national development programme, plans can be prepared for each rural area, adapted to its own needs.
4. Non-formal education programmes should be linked horizontally and vertically so that skills that had no backing of complementary services follow a proper course and the management of these skills gets better results and are translated into something more realistic.

Conclusion

The proper planning of non formal education involves a variety of facts, value judgments and skills. It is therefore necessary to have some statements of policy of guide decisions and actions in a consistent manner in order to plan a programme particularly of non formal education that will truly project the future needs of the people. A number of guidelines have been proved very useful and these can safely be suggested as principles of programme planning in non formal education.
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OBJECTIVES-BASED CURRICULUM DEVELOPMENT MODEL

By
Sufiana K.*

Abstract
This paper is an attempt to develop an objectives-based curriculum development model. Objectives are the more detailed statement, clear and specific intention for learning. Objectives are in fact statements of such intention, which are demanded for common welfare Curriculum is needed for the achievement of the objectives of education. With the changes in objectives it becomes inevitable to change the curriculum in order to achieve new formulated objectives. Failure or success of any educational programme depends upon its well-defined stated objectives. Objectives are the milestone and landmark to the way to the destination. Curriculum, which has its roots in stated objectives, is definitely to be successful and can fulfill the aspiration of the nation. In objectives-based curriculum every component of curriculum is selected by keeping in view the stated objectives of the curriculum. Complete statement about every element of curriculum, which has been mentioned in the paper, helps stakeholders to work with perseverance according to the required demand and standard. Objectives-based curriculum is conducive for achieving objectives of education and national goals as a whole.

Basically, education is a learning process for gaining knowledge or skill. Curriculum plays vital role in achieving objectives of education and objectives are essential for the development of curriculum. Curriculum shows us the path for the achievement of objectives. So there is a chain of relationship among education, curriculum and objectives, which is depicted below:

![Diagram of Education, Interrelationship, Curriculum, and Objectives]

* The author is Ph.D research scholar at the National University of Modern Languages Islamabad, Pakistan.
There have been plenty of definitions of curriculum. That's why there is no specific and decided definition of the curriculum. A layman views curriculum as books or subjects which students have to cover in a specific period. The scope of curriculum is vast than this view. Curriculum includes all kinds of teaching, learning and co-curricular activities, whether they are conducted inside or outside the class or institution.

The Shorter Oxford Dictionary defines curriculum as a ‘course; especially a regular course of study as at a school or university. (Stenhouse, 1975)

J. F. Kerr (1968) defines curriculum that “all the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school”.

Whereas Stenhouse (1975) describes that “curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that is open to critical scrutiny and capable of effective translation into practice”.

The tendency in the English-speaking world has been to widen the meaning of the Latin derived “curriculum”. Thus, it has been defined as “what happens in school as a result of what teachers do’. On this definition it “includes all of the experiences of children for which the school should accept responsibility. It is the programme used by the school as a means of accomplishing its purpose. (Center for Educational Research and Innovation (CERI), 1975).

The curriculum depends on the learning tasks set, their coherence and balance in the total school programme, and on how reflectively the pupil is led to engage in them; which depends in turn on teachers’ values and aims; which are bound up in turn with how they evaluate pupils’ learning and are themselves evaluated. Thus a simple way of considering the curriculum is to see it in terms of four facets: content, methods, purposes, evaluation (Hills, 1982).

**Curriculum Development**

The development of curriculum, curriculum engineering and curriculum construction are often used interchangeably. These terms involve total process of curriculum planning, designing, implementing and evaluation.
The development curriculum is concerned with the planning of learning opportunities, which will best give pupils the chance to make progress towards stated objectives considered desirable. (Nicholls & Nicholls, 1978)

The curriculum planning is the stage in curriculum development where decisions are made regarding what to include or exclude in curriculum. Curriculum planning is a complex social process, which requires several types and levels of decision-making (Hills, 1982).

The curriculum design is used for the organization of the curriculum components, which includes objectives, content, learning experiences, and evaluation. “Curriculum design is a statement, which identifies the elements of a curriculum”, (Taba, 1962).

A curriculum design is a set of abstract relationships embodied in the materials and learning activities of a course in use. It is the way that the critical variables of subject matter, pupils, teachers, and milieu are brought together. (Hills, 1982)

The curriculum implementation is the process of implementing the developed curriculum in the classroom, to bring the developed curriculum in practice in the classroom. At implementation stage first a tryout is taken out in order to know the adequacy of the developed curriculum. Such tryout provides data for evaluation in order to make decisions regarding curriculum.

The Curriculum evaluation is a process of testing the curriculum about the achievement of stated objectives of curriculum. The curriculum evaluation is the gathering and analysis of evidence so as to inform judgments in relation to the qualities of courses of study. (Hills, 1982)

The Curriculum evaluation must establish a process that is comprehensive but practicable. (Ganguly, 2001).

Tyler had (1949) identified the following four questions that should provide the parameters for curriculum development:

1. What educational purposes should the school seek to attain?
2. How can learning experiences be selected which are likely to be useful in attaining these objectives?
3. How can learning experiences are organized for effective instruction?
4. How can the effectiveness of experiences be evaluated?
Briefly speaking curriculum development can be summarized as the planning, implementation and evaluation of the educational programmes, or course of the study, offered by schools and colleges.

**Curriculum Development Models**

A model is a diagrammatic description of a structure. It portrays or depicts the function or process of something about which it is going to depict. Followings are some models of curriculum development proposed by some prominent educationists:

1. **Taba’s Model of Curriculum Development**

   Ms. Taba Hilda is the most eminent philosopher of education. Her theories of teaching and curriculum development provide light for the development of new theories in these directions. Taba’s model of curriculum development is wonderful blend between theory and practice.

   Taba (1962) had described the seven steps in the curriculum planning:

   - Diagnosis of needs
   - Formulation of objectives
   - Selection of content
   - Organization of content
   - Selection of learning experiences
   - Determination of what to evaluate and of ways and means of evaluating.
   - Checking for balance and sequence

   Taba model is provides a complete description of components of curriculum. It guides us from beginning of curriculum planning till its evaluation.

2. **Grass-Root Model**

   Grass-root model of curriculum engineering is initiated by teachers and is related to the specific curriculum problems of specific school. The underlying theory of this model is that teachers fully implement such curriculum in which they have involved in its production. Smith and et.al (1957) describe the primacy of the teacher as the key to the effective curriculum engineering is reflected in the four principles on which the grass-root model is based:

   1. The curriculum will improve only as the professional competence of teachers improves.
   2. The competence of teachers will improved only as the teachers become involved personally in the problems of curriculum revision.
3. If teachers share in shaping the goals to be attained, in selecting, defining and solving the problems to be encountered, and in judging and evaluating the results, their involvement will be most nearly assured.

4. As people meet in face to face groups, they will be able to understand one another better to reach a consensus on basic principles, goals, and plans.

The main drawback of the grass-root model of curriculum development is that it encourages democratic participation in the technical task of curriculum development. As it is a technical, scientific and mechanical job so ordinary persons are not able do perform this function. Only experts and professionals of the related fields can do that.

3. Demonstration Model

Generally, the changes in curriculum are not given warm welcome by stakeholders. Therefore demonstration model of curriculum development was established to introduce curriculum changes at miniature level. This model is best suited for situations where major innovation in curriculum can arise contradiction.

Smith and et.al (1957) mention demonstration model takes place in two forms. In first form a separate unit of teachers is organized and is charged with the development of experimental curriculum projects. The ultimate purpose of this unit, which is internal research and development team, to produce new segments of curriculum with the hope that their demonstrated merit will result in adoption by the entire school. The second form of demonstration model is the creation of curriculum units, as alternative curriculum practices, by some schoolteachers who are dissatisfied with the exiting curriculum. Demonstration model have many advantages. As teachers themselves produce it and it undergoes experimental stages so it is workable in the school situation. “Demonstration model capitalizes on the initiative and resourcefulness of teachers, and gears the administrative resources to the needs and interests of teachers in the development of new programs”, Smith and et.al (1957).

The main weakness of the demonstration model is hostility of teachers with experimental teachers. To avoid this flaw, there should be an arranged dialogue between experimental teachers, schoolteachers, parents and students about experimental units of curriculum.

4. Proposed Objectives-Based Curriculum Development Model

The objectives denote statement of intention for learning. Objectives are the focus of any program and so they are the focus of curriculum development as
well. Educational objectives are named as specific objectives, instructional objectives, behavioural objectives or performance objectives. Formulation of objectives is the fundamental task in curriculum development.

Billett (1970) states that educational objectives at all levels represent desired outcomes of the educative process as such they represent values of an immaterial, mental-emotional sort. To what extent should they coincide with the values and value system of the nation and of the local community?

The main function of objectives is to provide the framework for measuring the extent to which the learners have achieved the educational objectives. Objectives should be stated in terms of behavioural change. Behaviour change denotes any visible change in learner's behaviour, which is exhibited through demonstration of some observable and measurable activity or movement. Therefore they should always be based on reality and attainability and should be observable and measurable. They should be written using action verbs, such verbs, which can exhibit the performance or production of students. They should be written in clear and simple language. The objectives provide the base for the task, which will follow later in curriculum development.

"The chief function of the more specific platform of objectives is to guide the making of curriculum decisions on what to cover, what to emphasize, what to select, and which learning experiences to stress", (Taba, 1962).

Balsara (1999) proposes following criteria for selection of curriculum objectives:

- The educational objectives must be conceived in terms of the demands of the social circumstances (for example the conditions prevailing in the society);
- Education should lead towards the fulfillment of basic needs (such as job)
- Be consistent with democratic ideals
- Be either consistent or non-contradictory in their relationships with one another;
- Be capable of reduction to behaviorist terms

There are many techniques of writing educational objectives, but there are stated three main taxonomies, which are mostly used in writing objectives for any educational programs. Bloom and et. al (1956) formulated a classification of "the
goals of the educational objectives process”, which is known as cognitive domain of educational activities, which involves knowledge and the development of intellectual abilities. According to Bloom and his co-workers cognitive domain consist of the following six major levels:

1. **Knowledge**
   Knowledge is defined as remembering of previous material. Knowledge objectives stress more on the process of remembering facts. The learner is not allowed to change the information in any way, when he/she is going to use this knowledge/information. Example of this level is the knowledge of methods and procedures, of basic concepts and principles.

2. **Comprehension**
   Comprehension is the ability to grasp the meaning of learning material. This may be shown from translating material from one shape to the other, or interpreting, summarizing, and predicting its consequences. Example of this level is understanding of facts, interpreting of charts and graphs, etc.

3. **Application**
   Application refers to the ability of a learner to use learnt material in new situations, this can include the application of learned rules, methods, principles, laws, concepts and theories. The words such as prepare, operate, explain, defend, extend, generalize, summarize, paraphrase, estimate are appropriate for comprehension objectives.

4. **Analysis**
   Analysis is the ability to breakdown leaned material into parts so that the relationship of the parts can be analyzed. Objectives of this level include recognizing logical fallacies in reasoning, distinguishing between facts and results.

5. **Synthesis**
   Synthesis is the ability to resolve contradictions and put together the elements or parts in order to form a whole. Here the stress is on the formulation of new patterns of structures. Syntheses objectives include such words as categorize, propose, generate, compose, plan, modify, compile, create, etc.

“Creativity is the cornerstone of the synthesis level of the cognitive domain. To achieve this level the student must produce a product that is unique or new”. (Jacobsen & et.al, 1985)
6. Evaluation

Evaluation is the ability to judge the value of a learned material. This level of learning is the highest level of hierarchy in cognitive domain due to the fact that it includes all other categories of cognitive domain along with conscious value judgment. Verbs associated with evaluation level are to appraise, to compare, to judge, and to conclude.

Krathwohl and et.al (1962) developed affective domain of educational objectives, which includes objectives that describe changes in interest, attitudes, feelings, values and the development of appreciation and adequate adjustment.

It was Harrow (1972) who introduced taxonomy of psychomotor domain of educational objectives, which deals with physical or motor skills. She described six level of this domain, which includes reflex movements, fundamental movement, perceptual abilities, physical abilities, skill, movement, and non-discursive communication. Frequently Objectives of Affective are not stated precisely.

“As is the case with the cognitive domain, the categories of the affective domain constitute a hierarchy... educationally desirable outcomes” (Grobman, 1970).

Learning is a process of attaining knowledge, attitudes, and skill. Basically learning is a change in the thinking and the behaviour of an individual. Therefore learning process should be interesting attractive and goal-oriented. Curriculum is a set of planned activities given by some authority to be acted upon by educational administrators, teachers, and learners in or outside an educational institution for the purpose of attaining specific objectives. Accordingly, curriculum should be based on such objectives that have been formulated on national ideology.

In the proposed model of curriculum development the main focus is on objectives, upon which curriculum is based. Actually objectives are directions, which guide us towards path to our destination. In objectives-based curriculum, first of all educational objectives are selected in terms of behavioural objectives by keeping in view the philosophical, social and psychological foundations of learners. Philosophical foundations are the ideology of the nation on which the educational objectives are based. Social foundations are linked with philosophical foundations as the ideology or philosophy of the nation is always depicted from its society or culture. So in developing objectives for national curriculum, society or culture of the nation is first of all given purposeful attention.
In addition to philosophical and social foundations, psychological foundations are given due consideration in formulation of objectives due to the reason that objectives which are formed for elementary school students can not be the same for university level students. Likewise, content selected for elementary classes cannot be recommended for the higher classes. Besides this age factors, individual differences and intelligence quotient are some major variables, which need psychological support for their explanation. Consequently psychological foundations cannot be overlooked. National objectives formulated on philosophical, social and psychological foundations, are then translated into specific instructional/behavioural objectives for a variety of subjects. Generally, national objectives for curriculum development are derived from national education policies, national level seminars, and national research studies conducted on various topics.

In objectives-based curriculum, the objectives will show us the path on every stage in the process of curriculum development, whether it is content selection, selection of teaching learning experiences, instruments (audio-visual aids) or evaluation procedure. The criteria for selection of every component material for curriculum will be only, if it is helpful in the realization of set objectives. When objectives are formulated at the planning stage, they direct curriculum developers to move forward in selecting material for other components of curriculum. They seek guidance from objectives at every stage in curriculum development. There should be a hierarchical chain in the components of curriculum and the focal of every component point should be objectives. In addition to formulation of objectives, following are main and specific areas of curriculum development, which should be given thoughtfulness concentration in the proposed objectives-based curriculum:

Content

The content indicates the subject matter of specific subject/discipline/theme. The general principle about content selection for any subject is to keep in view the stated objectives. Such content is selected that could be helpful in the achievement of the stated objectives. In selection of content like formulation of objectives, factors of ideology of the nation, society and psychological consideration are the basic requirements. Content selection also considers the needs of society and the nature of knowledge as well. If society needs technical skilled individuals, then this factor will be most prominent in content selection, if society requires professional scientists then scientific matter will be preference in content selection.
Teaching-Learning Activities

The Teaching Learning Activities involve teaching strategies and learning activities for learners in order to convey the subject matter for the achievement of stated objectives. After selection of content, the next segment is to suggest such activities, which could support in achieving the stated objectives of the curriculum. Teaching-learning activities are recommended by keeping in view the age level and individual differences of learners. For suggesting such activities for teachers and learners, the curriculum developers must have thoroughly knowledge about different teaching strategies and about psychology of learners. Teaching methods and learning activities for learners for every topic and for every subject should have complete summary for guidance of teachers. It is a fact that each teacher is him/herself not a scholar. Although teachers get training about the techniques of teaching but usually there is a lot of difference between theory and practice and many times they have to meet great difference between what they learnt at their training institution.

Instruments/Audio-Visual Aids

Instruments or audio-visual aids are such material, which use the senses of both sight and hearing. Usually curriculum developers pay less heed to this area. As it is common principle that scholars and experienced people in the field develop curriculum. So while developing curriculum for any stage or level, curriculum makers should kept one factor in mind that all teachers do not have enough knowledge and skill to decide by themselves about instrument/audio-visual aids (A.V. Aids) to be used for the achievement of stated objectives for a particular topic/subject. So it is suggested that there should be complete guide about the selection of instruments/ A. V. aids, which are conducive to the achievement of curriculum objectives. So that it could guide them about the use of these A. V. aids for every subject and for every topic. For this purpose each and every educational institution must have fully equipped laboratory, workshop, library, playground, and a separate place for demonstration of religious duties.

Evaluation

The Evaluation process denotes the collection of information in order to investigate to what extent the target objectives have been achieved or not achieved. Cronbach (1963) defined evaluation as the collection and use of information to make decisions about an educational programme. Evaluation is conducted in order to make decision about future policy of any program whether to continue it or to make some amendments in it or to abandon it. In the proposed objectives-base curriculum, it is suggested that only one written comprehensive examination does not fulfill the purposes of evaluation. So different kinds of activities are required to fulfill the objectives of evaluation. Traditionally
objective and subjective type tests and practical examinations are conducted for the purpose of evaluation. In addition to these, some more activities are suggested which could be more successful in the achievement of the objectives of curriculum:

- Small individual and group project assignments, which should be based on real life problems of learners’ life
- Oral presentation in every subject
- Discussion Forum
- Interview before institutional committee
- Dilemma Discussions

The percentage of marks of the examination should be assigned to each category and pass percentage for each category should be notified separately.

**Feedback**

Feedback involves the response of learners on teacher’s coaching. Feedback is essential for the purpose of reinforcement of learners. Feedback can be provided to learners and parents on performance of learners in tests, in profile of progress report etc.

**Reinforcement**

Feedback on performance often works as reinforcement. As many learners who perform well and get excellent marks in the examination, they work more in order to maintain their good position in the class and learners who show poor performance in the examination, they begin to work hard in order to achieve success. Reinforcement can be in the form of prizes and honour in the institution such as to make position holder as school/college head boy/girl. It is a great advantage of reinforcement that it can enhance learning and better performance at the examination.

The following a proposed objectives-based model of curriculum development, which guides the procedure which should be followed during curriculum construction/development. Each component has a sequential relationship with the other and with objectives as well:
PROPOSED OBJECTIVES-BASED CURRICULUM DEVELOPMENT MODEL (OBCM)

Content

Evaluation

Objectives Cognitive/affective/ p-motor

Teaching Learning activities/A. V. Aids

National Objectives

Feedback

Reinforcement

Foundations

Philosophical (Ideology of the Nation)

Social (Culture/Society)

Psychological (Learning Theories)

(Sufiana, 2004)
REFERENCES


INFLUENCE OF HOME ENVIRONMENT ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS STUDENTS IN THE CORE SUBJECTS

By
Dr. Oyaziwo Aluede
and
Rose E Odilora

Abstract
The study examines the influence of the following home characteristics: small and large-sized families; low and middle socio-economic classes; intact and non-intact (single parenthood) families; and urban and rural homes on academic performance of secondary school students in the core subjects (English language and Mathematics). Participants were drawn from the present senior secondary school class-I students in Edo Central district of Nigeria. Data were collected through a checklist and from the 2003/2004 junior secondary schools certificate results. Based on the analyses of data, the study found that differences existed in academic performance between large-sized families and small-sized families, and also between low and middle socio-economic classes. No difference existed between rural and urban homes and also between intact and non-intact homes. Given these findings, educationalists are called upon to educate parents on the need for family planning that would help in child spacing and also giving birth to few children.

Introduction
The academic performance of students determines the standards or the quality of work in schools and the entire educational system. Academic performance of students is a function of many variables. These variables include the type of school a child attends, the level of his/her parents’ education, the location of the school, the parents’ level of income, the parents’ value perception, the innate intellect of the child and others (Okhiku, 2003).

No doubt, the home background of the child has a great impact on the academic performance of the students. The home is the basic unit of the society

* The authors are working in the Department of Educational Foundation and Management, Ambrose Alli University, Nigeria.
and a social institution that shapes the life of its member. It holds significant prospects on the life and overall development of every child. The home is a heterogeneous institution with variations in nature, structure, socio-economic status, educational level and value perception. All these tend to affect children’s academic performance (Ofuegbu, 2002).

More specifically, the size of a family has been known to be one of the variables influencing children’s academic performance. In this regard, Oakes (1990) revealed that children from sized homes have diminished opportunities to learn. Similarly, Nystrand (1995) reported that children from large-sized families have poor school attendance records and even classroom problems. This is because, hunger, fear and ill treatment are likely features of large-sized homes. In the reverse, Grissmer, Natarag, Berends, and Williamson (1994) in their study found that a student with one sibling performs better than a student with four siblings. Similarly, Bradley and Caldwell (1984) in their study of 174 children in relationship between home environment and cognitive development found that children from small-sized families received more intellectual stimulations from their parents. Thus, children from small-sized families do have a better chance to achieve maximum intellectual prowess than their counterparts from large-sized homes.

A family’s socio-economic status generally influences the academic performance of its offspring. For instance, the family’s income level may influence the quantity and quality of educational materials provided at home. Accordingly, Pungello, Kupersmidt, Burchinal and Patterson (1996) and Ryan and Adams (1998) found that poverty is a major cause of school failure. Duncan, Brooks-Gunn, Yeung and Smith’s (1998) study further lend credence to the fact that economic pressure in the home strongly increases the likelihood of school failure. In a similar vein, Makinson (2000, as cited in Odilora, 2004) observed that because of poverty, Children from such homes experience neglect and exhibit undesirable behaviours. Such that they often get suspended or expelled from school on account of repeated fighting, theft or refusal to obey authorities. Resnick, Bearman, Blum, Bauman, Harris, Jones, Tabor, Beuthing, Dieving, Shew, Ireland, Bearinger and Udry’s (1997) study supports the above assertion maintaining that one out every five of all eighth graders had repeated at least one grade and one of every three eighth grader who had repeated is from low income families.

The nature of the home—whether intact or non-intact (single parenthood) affects the children’s academic performance. Grissmer, Natarag, Berends, and Williamson (1994) and Nystrand (1995) found that single parenthood might hurt
achievement. For instance, single parenthood families are associated with stress. And children from such homes are often characterized as disadvantaged or at-risk. Children from these homes are most likely to fall behind in academic performance, drop out of school or turn off from the process of education.

The environment in which a family resides has been found to be one of the factors that is vital in determining the academic performance of its members. Expectedly, in urban homes, there are more social amenities, which automatically influence the quality of life of the people in them than those in the rural areas. Furthermore, schools in urban areas are more equipped and staffed than those in the rural areas (Aluede, 1999). Accordingly, Daramola (1993) and Durojiaye (1992) reported that students from urban home backgrounds performed better academically than those from rural backgrounds.

Given the above postulations, this study predicts the following: students from small-sized families and those from large-sized homes would differ in their academic performance; students from middle socio-economic background would differ significantly from those from low socio-economic backgrounds; students from intact and non-intact families would differ in their academic performance in the core subjects; and students from homes situated in the rural areas and those from families situated in urban areas would differ significantly in their academic performance in the core subjects.

**Method of Study**

**Participants**

The research participants comprised of five hundred students of senior secondary schools class one drawn through the multi-purposive sampling procedure that accommodated two hundred and fifty students each from the rural and urban schools respectively.

**Measures**

The instrument used for this study was a checklist. It was basically designed to obtain information on the students’ home background. The checklist had nine items: the first item sought information on the family size; items 2-5 were on socio-economic status of the families; items 6-8 were on the nature of the homes with respect to intact or non-intact families and item 9 sought information on the location of the homes.

The instrument was content validated by three experts of Educational Psychology at the Ambrose Alli University, Ekpoma-Nigeria.
**Procedures**

The Junior Secondary School Certificate Examination result for the 2003/2004 academic session of the research participants were used to determine their academic performance. These students’ family characteristics were further matched against their performance at the junior secondary school examination to obtain their academic performance based on their family characteristics.

**Results**

The first hypothesis predicted that no significant difference existed between students from small and large-sized homes in their academic performance in core subjects. The results indicated that a significant difference existed between small-sized families (M= 2.09) and large-sized families (M= 1.88) in their academic performance in English language (t = 3.50, p< .05). However, the result also indicated that no significant difference existed between small-sized homes (M= 1.44) and large-sized families (M=1.43) in their academic performance in mathematics (t = 0.11, p>.05)

The second prediction of this study was that students from low and middle socio-economic home backgrounds would not differ in their academic performance in the core subjects. The results indicated that a significant difference existed between middle class (M= 2.07) and low socio-economic class children (M= 2.20) in their academic performance in English language (t = 2.16, p< .05). However, the result also indicated that a significant difference existed between middle class (M=1.75) and low socio-economic class (M=1.42) in their academic performance in mathematics (t = 4.73, p< .05).

The third hypothesis indicated that there is no significant difference between students from intact families and non-intact homes in their academic performance in the core subjects. The result indicated no significant difference between intact homes (M= 2.05) and non-intact homes (2.06) in their academic performance in English language. However, a significant difference existed between intact homes (M=1.68) and non-intact homes (M=1.33) in their academic performance in mathematics (t =5.05, p<.05).

Lastly, we hypothesized that students from rural and urban backgrounds would not differ in their academic performance in the core subjects. The results indicated that students from the urban background (M=2.08) and rural background (M= 2.07) did not differ in their academic performance in English language (t = 0.19, p>.05). Similarly, students of rural home background (M= 1.38) and those of urban home backgrounds (M= 1.41) did not differ in their academic performance in mathematics (t = 0.42, p>.05).
Discussion of Results

The result of this study showed that there was no significant difference in the academic performance of students from rural and urban home backgrounds. This result is not surprising given the fact that many students in the urban schools may have actually come from rural areas and come over to have access to quality education that are more available in urban schools than those situated in the rural settings. It may not also be surprising to find a handsome number of students in the rural schools come from urban settings because of their inability to get placement in urban schools. A significant justification of this finding could be attributed to the present government’s commitment towards the gradual urbanization of rural communities by the provision of pipe borne water, comprehensive primary health care services/facilities and even the provision of telecommunication facilities for all nook and crannies of Nigeria. In addition, is the current policy of the government of having most of the newly recruited teachers into the unified teaching service scheme compulsorily sent to rural schools. So one expects to find highly qualified teachers in rural schools these days, than in the past where the rural schools were deprived of qualified school teachers.

The second finding was that there is a significant difference between children from intact and non-intact homes in their performance in mathematics. This is not surprising because intact and non-intact families have their inherent characteristics, which diversely influence their members. This finding especially, the significant difference in the participants’ academic performance in mathematics is consistent with that of Nystrand (1995) that reported the stress associated with non-intact homes. This implies that students living with one parent are faced with the challenges of stress and its associated problems, which adversely affect the academic performance of such children. The other finding that there was no significant difference in the academic performance of students from intact and non-intact families in English language may be essentially due to the fact that English language being the official language could be learnt informally, such as from older siblings and relations.

The third finding of this study is that there existed significant difference in the academic performance of students from the middle and low-income families. As a matter of fact, the income level of any home determines the quality of life of its members. Expectedly, parents of children of middle level economic background would be able to provide their children with the needed educational materials for effective learning. This makes them perform better academically than children from low income earning homes because of the inherent deprivations. This finding is in line with those of Duncan et al (1998), Musgrove (1993) and Pungello et al (1996) that reported the inevitability of poverty as a
major cause in school failure. In addition, students from low-income homes struggle with their academic work with little or no intellectual stimulation. Whereas, those from middle income earning homes have almost all that are needed to enhance learning and better academic performance.

The last finding of this study was that there exists significant difference in the academic performance of students from small and large-sized families in English language. However, no significant difference was found between the two groups in mathematics. One possible explanation for the significant difference in the academic performance between students from small and large-sized families may be a function of the quality of parents—children interaction and the type of intellectual stimulation the children received from their parent. In addition, is the involvement of parents in the learning process of their children, which is most evident in small-sized families. In small-sized families, parents have been known to provide their children with the necessary educational materials and even help them in their assignments and homework. Conversely, children from large-sized families most of the time lack the essential educational materials for school work. This finding is consistent with that of Bradley and Caldvell (1984) that children from small-sized homes received more intellectual stimulations from their parents resulting in good quality interactions and having better chances to perform at school. Equally, Oakes (1990) noted that children from large-sized homes have diminished opportunities to learn, which is occasioned by lack of motivation.

Limitation of the Study
Using the set standard for determining the categories of income levels, it was found that the participants in this study, based on there self-assessment of their families, are either from the low-income homes or from middle class. No participant indicated that he or she was from a high-income class background. In the absence of a respondent indicating high-income earning homes, this class was isolated in the analysis. It is not certain if the results will be same for all the three income groups—low, middle and high, if the three groups are used in a study.

Recommendations
Arising from the results of this study, the following recommendations were made:

Parents of low socio-economic class should consider making extra efforts to mobilize themselves towards increasing the income base of their homes. This could be achieved by ensuring that they take up second employment in addition to their routine jobs. They may consider taking to farming or petty trading. All these will go along way in lifting the income level of their homes.
There is great need for Nigerian couples to take the issue of family planning and population control more seriously, which can be achieved by couples through child spacing or giving birth to few children. By this, couples would be able to meet with the basic needs of their children and the desire to meet with the needs of their children will not be too hard on them.

Government on its part is implored to intensify her efforts in the provision of basic amenities, such as, electricity, good roads network and improved telecommunication services for the rural populace; so that students in the rural areas could have better access to more educative materials through electronic media.

On a final note, parents are enjoined to see themselves in marriage relationship as partners in covenant. By so doing, they would be able to guide their homes from marital breakdown. This could be achieved through conscious sacrifice by both parents.

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A STUDY ON THE SPORTS COVERAGE BY THE PRINT MEDIA IN PAKISTAN

By

Dr. A. Waheed Mughal*
Mrs. Atia Batool**

Introduction

Since establishment of Pakistan in 1947, a variety of newspapers has been introduced in Urdu, English and local languages in Pakistan. Besides performing other functions of informing, educating, and recreating the readers, Pakistan’s newspapers are very powerfully projecting the international, national and local sports through publishing the new items, sports articles, coaching materials, sports pictures, and histories of different games to provide with a sufficient stuff in raising the interest of sports among the masses.

Contemporary sports are categorized on a variety of basis like international, national, provincial divisional, district, local, etc. Similarly, professional, amateur and seasonal sports, is another base. Classification of games by themselves will be hard road because current nations are so innovated the sports that a countless list can be prepared. Cricket, Football, Hockey, Volleyball, Squash, Snooker, Boxing, Wrestling, Table Tennis, Basketball, Handball, Baseball, etc are the ones while Athletics, Body building, Judo, Karate, Yoga, etc. Still another group consists of Swimming, Water Polo, Ice Hockey, Yatching, come in the second row.

After going through the pages of history, we get an ample evidence about the vitality of sports throughout the down and fall of civilizations. Ancient Arabs, Asians, Greeks and Europeans, all have a recorded account of whatever attention they paid to the physical developments of mankind through the innovations in the variety of games.

Newspapers can also motivate the business and non-business organizations like welfare associations to play their roles in the promotion of sports. If “Wills Cigarettes” can sponsor the world of Cricket, then why the local and national level enterprises cannot do the same to promote sports activities at national levels. They can publish the periodicals on sports, news on local games, thus promoting such healthy activities to a great extent. Newspapers have to

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* The writer is working as DDG. (Academics), in Pakistan Sports Board, Islamabad.
** The writer is working as Assistant Professor, IER, Gomal University, D.I.Khan.
convince these organizations to come forward because such social services can also create goodwill for their products. The Sports facilities like playground, gymnasiums, swimming pools and other facilities are either non-existent or working very poorly. The newspapers have to conduct research campaigns and assemble statistics thereupon so that govt. authorities could be provided with real data on the helpless situation of sports facilities in different areas of the country. This information will help the government to develop a priority list for establishing public service installations with regards to the promotion of sports.

The newspapers, as most popular, less expensive and having broad-based circulation, have played and still are playing significant role in the development, popularity and coaching of different sports. These newspapers are the most popular media among both the highly educated and other reading class of a society. In Pakistan, English as well as Urdu and local language newspapers have handsome circulation, and particularly Urdu newspapers are extensively read by the masses.

The development of sports depends entirely on the coverage provided thereto by the newspapers. Greater the space and quality of sports items in the newspapers are published, greater will be the tempo of motivation towards physical activates in games.

Similarly, the newspapers are in variety with reference to their opinion, trend, and affiliation. Readers have the opportunity to select the papers of their choice and mood.

The newspaper is the most popular medium amidst of mass media, which can play impotent role in the promotion of sports as compared to other sorts of communication. It has very effective edge over them because every time availability in the desired language raises it above the utility list of other sources.

The print media has been playing a dominant role in educating and informing the readers about all the aspects of human life. Its role in the promotion of sportsman spirit and creation of sports interest is evident from the increasing space for sports plus weekly coloured magazines giving international, national and local news and articles on different aspects of games.

The sports pages cover a wide range of topics, besides news, ranging from information on sports to the series of coaching and training articles helping the readers to learn a lot about their games of interest without arranging for trained
coaches. Almost all the games, even those for handicapped, are accommodated in the sports pages to add to the interest of games among the readers.

The newspapers not only talk in terms of text rather add colorful pages, having the picture of sports in action and the sports equipments which stimulate a good amount of interest among the readers. These dailies print information in the following ways:

1. News on sports with varying coverage of international, national, and local sports depending on the possible circulation of the respective paper.

2. Data on the sports records of different games.

3. Articles on the different games with the objective of educating and coaching the readers through the writing on the history of games, rules of the games, scoring methodologies, records made hitherto, popularity thereof etc.

4. Introduction of new games played somewhere in the world and thus popularizing them everywhere and converting local into national and national into international games.

5. Newspapers create interest of games among those having no such taste.

Edging Cut of Newspapers over T.V. and Radio as Media

The following points will demonstrate the relative benefits and the outstripping nature of newspapers on other mass media:

i. TV and Radio programmes are very difficult to record and keep them for future reference, but the newspapers are kept for future reference and taken in service at any date in the future.

ii. The newspapers can be borrowed or studied at the public and other libraries without any problem. Whereas it is insensible rather impracticable to borrow TV or Radio programmes. So, the newspapers are the floating medium which can be benefited by a good number of readers one by one and this chain can be put active for never ending time.

iii. The newspapers are less expensive and provide latest information in documented form. Special editions on different topics work as fresh and compact addition to the library or the owners. TV and Radio have no such facility to enable the possessors to store programmes for tomorrow’s reference.
iv. TV and Radio give their own schedules for watching and listening the programmes of people choice. Thus, the viewers and listeners have to adjust their personal schedules accordingly. With regard to newspapers, the situation is different having no such problem. The readers can study newspaper at any time convenient to them.

v. The newspapers are portable and can be taken to anywhere without bothering about the energy and other facilities to operative TV and Radio sets. One can study the newspapers while on the way to office or business in the bus, car, and any other conveyance. TV and Radio are not capable to provide this very facility of portability.

In short, the newspapers have more advantages over the T.V. and radio in many ways. The newspapers are published in many languages, as such there are wide range of the readers who can consult the papers of their own interest.

Statement of the Problem
This study focuses upon sports contribution of two national dailies viz-a-viz “Nawa-i-Waqt” and “The Muslim”. Attention has been given to the sports coverage of both the papers through January to March, 1999.

The present study was designed to have an analytical view of what is the relative support of selected newspapers towards the promotion of sports activities in the country and how are they are serving this purpose through sports news, pictures, articles, etc? The study further attempted to explore that what is the relative impact of their contribution on readers?

Procedure of Study
Comparisons of sports coverage appearing in two different papers is a tidy job and may have dimensions of analytical aspects. Comparison can be based on the relative space (physical columns) devoted to the sports items in the respective newspapers. But, methodology of counting the number of sports items (news, articles, interviews of players and experts, etc) appearing in both the newspapers alongwith allocation of space was adopted for the purpose of this study.

Grouping and Sources of Data
To further broaden the understanding, the study focused upon the grouping of data into international, national, provincial, local, professional, and amateur, etc. Two newspapers, viz, The Muslim and Nawa-i-Waqt were selected and assembled data on their sports coverage during specified period mentioned above.
Sample of Study

In this research campaign concentration was focused on the sports contribution of two national dailies. *The Muslim* and *Nawa-i-Waqt*, highly circulating newspapers with a handsome number of readers throughout the country.

Disk review was conducted, in order to collect information on sports coverage of the two newspapers during the specified time period. Besides this, responsible officials of different Sports' Directorates were interviewed to collect the data.

**Data Analyse**

**Table - 1**

*Showing Comparison of Sports News Appearing in “The Muslim” & Nawa-i-Waqt” (January to March 1999)*

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>International</th>
<th>National</th>
<th>Provincial</th>
<th>Div/Dist</th>
<th>Total</th>
<th>Professional</th>
<th>Amateur</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Muslim</td>
<td>370</td>
<td>285</td>
<td>301</td>
<td>253</td>
<td>1209</td>
<td>245</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>398</td>
<td>248</td>
<td>221</td>
<td>240</td>
<td>1107</td>
<td>214</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>346</td>
<td>266</td>
<td>221</td>
<td>231</td>
<td>1064</td>
<td>150</td>
<td>114</td>
</tr>
<tr>
<td>Nawa-i-Waqt</td>
<td>219</td>
<td>262</td>
<td>222</td>
<td>255</td>
<td>958</td>
<td>67</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>134</td>
<td>143</td>
<td>14</td>
<td>136</td>
<td>417</td>
<td>76</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>139</td>
<td>12</td>
<td>28</td>
<td>193</td>
<td>27</td>
<td>36</td>
</tr>
</tbody>
</table>

**Table - 2**

*Showing the Comparative Aggregate of News in Two Dailies*

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>International</th>
<th>National</th>
<th>Province</th>
<th>Local</th>
<th>Total</th>
<th>Professional</th>
<th>Amateur</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Muslim</td>
<td>514</td>
<td>199</td>
<td>143</td>
<td>124</td>
<td>980</td>
<td>597</td>
<td>383</td>
</tr>
<tr>
<td>Nawa-i-Waqt</td>
<td>57</td>
<td>144</td>
<td>28</td>
<td>109</td>
<td>338</td>
<td>170</td>
<td>168</td>
</tr>
</tbody>
</table>

**Percentage**

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>International</th>
<th>National</th>
<th>Province</th>
<th>Local</th>
<th>Total</th>
<th>Professional</th>
<th>Amateur</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Muslim</td>
<td>52</td>
<td>20</td>
<td>15</td>
<td>13</td>
<td>94</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>Nawa-i-Waqt</td>
<td>17</td>
<td>43</td>
<td>8</td>
<td>32</td>
<td>26</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

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Findings

1. Total sports items in *The Muslim* during three months was 980, wherein 52% related to the international news whereas national, provincial, and local were 20%, 15% and 13% respectively.

2. On the other hand *Nawa-i-Waqt* published 338 sports items. Only 17% were international and rest of the information was about the national nature. Even within national news, the break-up was very positive for the promotion of national level sports and of local level games. National level contribution was 43% and local, district, tehsil, and town level news were 32%. Both the figures depict more concentration of the newspaper on local and national level sports, which of course, should be the primary priority of every locally published newspaper irrespective of its circulation. Particularly those with excessive national circulation must be given due attention to publicize local news so that sports could be introduced at the gross levels of the society. More space and coverage is given to the international and national sports items, whereas little attention is paid to the local and folk sports. Masses can benefit from the sports contribution of newspapers if they find materials on the sports of their interest and the games, which are mostly found around their environment. Sports activities like Kabaddi, Stone-lifting, Doda, Local Wrestling, etc are very much popular among the dwellers of rural areas which are not given due share in the pages of the newspapers. Particularly the Urdu papers have to allocate much space and material for this purpose.

3. Very little space and coverage is given to the sports happening at the lower levels of educational grid. School, Colleges, and even university sports events are not provided the required space. Instead, the international and national sports are covered extensively. They are important but as for as the promotion of sports is concerned it is vital that the commonly played and accessible types of games should be given more attention so that people can gain further information thereby creating interest.

4. Not only the sports news are important rather increased space should be given to the other aspects of sports items like:

   - Interviews (of the sportsmen, experts and laymen).
   - Coaching materials wherein the people with least interest in sports may be induced to start one or another physical recreations.
   - History of different games containing the evolutionary developments and popularity thereof on the track of time.

5. The development of professional games like Cricket, Squash, etc are covered at the expense of amateur sports which of course, is not the proper
way to promote the sports interest of the masses. It is rather suggested that more attention should be given to the amateur games because they are commonly practiced at the laymen level and not that much expensive to fall beyond the reach of majority of the people.

**Recommendations**

On the basic finding of the study, following recommendations are hereby cited.

1. Analysis based on three months coverage of two newspapers in the line sports have formed an idea for making recommendations, which if given a trivial attention would help the authorities of newspapers to enhance their impact of sports news coverage in the local levels.

2. Special sports editions should be given more attention, making them more attractive and informative for those who can develop them (public and private institutions) besides those who have to play.

3. It is also the responsibility of newspapers to highlight the public opinion on sports and thus communicate the same to the concerned authorities of government.

4. There are different Associations, Clubs, etc busy in the promotion of sports. The newspapers have to support these agencies by projecting them in a positive and effective manner. Their maximum coverage will contribute in a dimension of ways. Firstly, those agencies that are involved in sports interest to expand their sports operations. Secondly, the newspaper should motivate the associations to finance the youth clubs for sports activities.

5. Interviews, seminars, workshops, surveys, etc are required to be managed under the auspices of newspapers on the current conditions of games. This will result in concrete suggestions on how to develop sports atmosphere.

6. All this is fundamental and vital for the promotion of sports. Because currently the condition of sports facilities and incentives is discouraging. If problems are made clear to those who have to solve them along with possible solutions they come close to being taken care of.
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PERSONALITY

By

Ch. Muhammad Bilal*

"You are not my type!" How often have you heard of that said to you? Has it led you to marvel who you are, what the other person sees you as, and what you would really like to be?

Then, finding your particular type is not so simple. For, it is not just a straightforward case of labels i.e. male or female, young or old, black or white; bold or bash, extrovert or introvert! Correct use of expressions should come through wide reading, but it is startling that so many of us use the word personality so loosely. Often we hear someone saying: "Look! What a personality, he should be the head of that department" or "slick is an excellent teacher but he has got no personality".

Maj. Aziz Bhatti Shaheed once expressed his views as: "The human body should not be mistaken for the man himself. Beneath the mask is a real man—whom actions determines his personality." What then, are these action he mentioned, what is real personality and why are there misconceptions about it?

Etymologically, this word is quite interesting. Having a Latin origin, persona.............per means through and sona means sound. It was used for the mask worn by classical performers, through which they spoke, giving individualism of the part played within that theater and it used to distinguish the actor from his/her fellow beings. Similarly, the personality of an individual is the sum of vibrant traits and tendencies which determine the part he/she has to play in life's drama.

There has been a prevailed conjecture that early years determine the behaviour of a person. Nath, a kindergarten teacher at American Embassy School India, observes: "By the age of five or six years, a child has developed his personality. For example, a shy child will remain shy, though he will try to

* The writer is a student of BS (CS), Pakistan Institute of Engineering & Applied Sciences, Islamabad.
disguise this as he grows older.” Psychologists, however, tell us that environment plays an important part in the formation and development of personality. There is a constant action and reaction between the agent and the environment, and the interplay between the two forces result in the blossoming of a full fledged personality. Many people will stick to a label as, ‘I am an Aries’ and leave it at that. But mind you, we have choices—we can choose to change. That is what obviously makes us different from animals, we have our individual characteristics, we are variable and can adapt!

Referring back to his (Maj. Aziz) words, beneath the mask is a soul, and it is the strength of the soul and power of thought and action which really determines the personality. It is true that a stalwart handsome person is prepossessing and is likely to capture people’s attention and this is the way people estimates a person. However, such estimates based solely on glamorous appearances like beautiful figure, well developed body, appeal for the opposite sex, etc., is quite misleading. Accordingly, we have to accept the fact that a person whose gait is dire or his body is not proportionate, but his personality and inner qualities overwhelm these apparent imperfections; I would be in accord with those who call them laudable.
BOOK REVIEW

AN INFORMATIVE BOOK ON ARCHEOLOGY

Title: Buddhist Rock Carvings in the Swat Valley
Author: Badshah Sardar
Pages: 180
Price: Rs.1000/- US $ 20.
Publisher: Badshah Sardar, Assistant Professor, Department of Pakistan Studies
Allama Iqbal Open University, Islamabad.

With the financial support and even extensive incitement of world-famed organization NFCH (The National Fund for Cultural Heritage), our learned and enthusiast colleague, Prof. Bashah Sardar has come before the world with an excellent, informative book on the cultural history of Pakistan. This very fact cannot be denied that we are rich in possessing very valuable sites pertaining to the Precious Past. It is the land which holds a number of archeological images which tell as how the territory of Pakistan had remained a centre of high-ranking culture, civilization and sophisticated way of life. It was here that the well-known religion, i.e., Buddhism flourished and prevailed for a long time. Due to impressive impact of Buddhism, the people of the past not even followed strictly the faith and teaching of Gautama Buddha, but also used to preserve all signs of this great and grand personality through the art of stone-carving. Thus, they preserved much about Buddhism and its impact on the people of the pertaining period, through carving figures, pictures and symbolic segments on the stones.

It is a historical fact that the Buddhist legends are enshrined in the hilly region of the Swat Valley. Undoubtedly, it was the earliest centre of Buddhist religion and its culture. There exist a number of isolated monuments, i.e., stupas, statues and monasteries. These are scattered all over this hilly and historical region. Actually, the remains are numerous, hidden in the rocks.

It may not be out of place to mention that the world-famed Gandhara Art of Pakistan was highly influenced by Buddhism. The artistic manifestations of Buddhism materially strengthened bonds to the Gandharan way of artistic style.

Keeping in view the significance of such sophisticated culture and reputed civilization, it was essential to have a detailed description of this historical site and to know what kind of high images of Buddhism are scattered hither and thither. This very important and tiresome task has been accomplished by Professor Badshah Sardar in decent way and attractive shape. He deserves congratulation by the people and even by his colleagues at the Campus.

Dr. Mahmudur Rahman
Editor