Journal of Research in Social Sciences (JRSS)

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Message of the Patron –in Chief

The world of today is experiencing birth of new knowledge in almost all the areas of life. Knowledge about the world and the people is increasing exponentially. This rapid rate in the discovery of new knowledge about the physical world requires of all of us to build capacities to absorb and make use of this knowledge:- If we slack and do not equip ourselves with the necessary where with all, as quickly as needed, to deal effectively and intelligently we shall face a self – defeating situation. The dream of building a new social order shall not materialize. The positivistic approach of the naturalistic knowledge in research can show us the way in social sciences research.

The vision of making humanity closer together shall remain a distant dream. The call of the hour is to evaluate, assess and determine the extent of all scientific knowledge which can be utilized to provide deeper understanding of the verities of life which can be best reached through the research in all the domains of our existence particularly social sciences areas. This is not a tall order. All of us can enhance our efforts in social research to explore new avenues towards global vision to deal with global problems through researches in the affairs of men.

Message of the Senior Advisor

Social Sciences are now coming of age through renewed efforts to enhance awareness about the phenomena of social, economic and political reforms in the world. The world scams to be coming closer through the evolving democratic system in the political field these days. The economic field is almost in the grips of globalized economies based on the existing economic order. The area which is lagging behind is the sociological one wherein concerted efforts are needed to bring man closer to man. This can be expedited through phenomenological researches. The need to reach new insights into human affairs in imminent. The social researchers need to address themselves to the hitherto neglected area of human social policies. Action researches and case studies in the field of social sciences be undertaken and social researchers should take up the front line and provide authentic, reliable and unique insight in the phenomena of our human corporate life. It is expected that the social researchers wishing to contribute their articles shall be forth coming with action research in all those areas which can provide greater insight and attitude for cooperative, interactive global activities.

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Psycholinguistic Theories and Models for Native Language Education and Teaching

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Abstract

Teaching of a language with scientific methods, either as a native or foreign language, firstly and especially requires benefiting from side and sub fields' theories and findings. Psycholinguistics is a field that centers upon the junction point of linguistics and psychology. It seeks for the answers to the questions of how does an individual understand the linguistic production and produces it and how does he learn a language. On the other hand, psycholinguistics researches the effects of memory, concept on the production of language besides the social and psychological effects on the use of language. Language production models are created through theories developed in psycholinguistic studies and linguistic production and usage processes are tried to be described in details. Applied linguistics, on the other hand, is to narrate the aforesaid theory and models by converting them into language education and teaching, namely into a pedagogic dimension. In this study, a model suggestion for the first reading and writing teaching process is developed in this context on the basis of the models that were based on language production theories.

Keywords: Psycholinguistics, native language, language production, language education, native language education, first reading and writing teaching.

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Introduction

Natural human language/languages are structural; this means that all human languages have arrangements and orders according to their structures. A language is more than a group of expressions that have the characteristics of that language which include a unique message. Most of the sentences are connected to one another with certain orders and knowable relations; they are similar to the elements that are collected with structural processing and limitations. Syntax and grammar of a language is formed by connecting these relations and orders to a system. Basic reality and validity in this formation is the linguistic unit called sentence. Sentences that are produced by people at a certain length and complexity that can be comprehended by humans; they should be at a perceivable length because of the limitations and restrictions of a language. But the basic function of language isn't limited with the meanings of these sentences that have these aspects. Meaning functions by becoming integrated with context-dependent or context sensitive aspects of sentences. On the other hand, language doesn't reflect reality or context-dependent/sensitive aspect, because context dependency is –so to say- is fake; namely while contexts can reflect non-linguistic reality/truth, they can also reflect the opposite of reality, lies or incorrectness.

Relation of an individual with language is set by that individual according to his situation in extra linguistic context and goal. Accordingly, grammar of a language is called structure while meaning of it is called content. For the same reason, language is described as content-free and content-limited. Based on these facts, we can say that syntax/grammar is significant, interesting and necessary in language teaching, but it is not sufficient; because the goal of language is not syntax and grammar, it is meaning. Meaning depends on syntax/grammar but it is difficult to separate meaning to grammatical rules/structures and categories.

There is an endless diversity of thoughts, actions, creature, objects in the world and universe, and this diversity is categorized with the words attributed to them and sometimes arbitrary analyses have to be made. These are the first steps taken towards meaning. Shortly, syntax, context and meaning are the most basic units that we have in terms of understanding, production and teaching.

There are some difficulties in generalizing teaching and learning the process of language besides function and structures of the units that are in relation with one another. Abstract models are developed in order to overcome these difficulties. These models both simplify the natural complexity and enable us comprehend the production process that is the basic feature of language. Well educated teachers who have sufficiently comprehended these models and language can teach and enable people comprehend language teaching and education based on feedback language production process.

When factors such as accent, intonation, mimic, tune, and extra linguistic interpretations that are called supra-segmental units which are not included in the models and the principle called understanding tendency of speakers are included in the process when necessary, a significant success can be ensured (Bock, 1990; Denkel, 1984; Dell, G. S., Chang, F., & Griffin, Z. M., 1999; Graddal, 1987, Harris, 1986; Rohde, 2003).

In this research, various depictive language production models developed with literature review and psycholinguistic theories are introduced and a model suggestion for language education is formed by taking these models into consideration; the suggested model is on the teaching of first reading and writing.

Psycholinguistics

Psycholinguistics deals with the question of "which tacit knowledge and abilities should people have in order to learn a language and use it". In other words, they are interested in the process of learning language in an order and start speaking, namely reflecting learning on behaviors. Psycholinguistics tries to decode the relations between speaking individual and the language he/she uses. The goal of psycholinguistics is not to make scientific description of language; it is to describe the usage process of it. Psycholinguists attribute meaning to the formation of sentences with words and formation of words with smaller units. They also try to understand how all these sounds and words make sense. If linguistics is related to language, psycholinguistics is related to the brain; and the brain is related to the process of language production (Kıran, Z., A.E. Kıran, 2001; Richards, at.al, 1985: Vardar, 2002).

Functions of Language

Language is a social, personal, spiritual and physiological fact that has a complex, productive, original abstractness performing with function, structure and usage dimensions through a strong cognitive bond combining human with the universe/world that he is a part of. (Oymak, 2012). Everything is under the influence of language. Language/mind affects concepts and occurrences through questions such as where, when, in what situation, is it active/passive. Concepts of individual mind are formed as neuron structuring, while concepts in the social mind of people as a social being is formed as "language structuring" (Uysal, 2003).

It is generally stated that language has three main functions: depictive expressionist/explanatory and social. On the other hand, English linguist Halliday analyzes language through three main functions: intellectual, interpersonal and textual functions. Sub functions of these main functions are: Referent Function, Expression or Sensual Function, Association Function, Relation Function, Second Order Language Function, Art Function and Game Function (Halliday, 2002)

Language Production and Language Production Models

Language production is to create a map of a series of words and sounds from the meaning. As explained by Bock (1995, 1996), Garrett (1980, 1982) and Levelt (2003) in details, it starts with activation process. Before sending message to the related process, it is sent with grammatical codes at the functional level/stage. Presentation of message level includes information about the abstract code of whom, does what to whom? This is why, participator units called instruments in the act are determined through thematic roles showing sections divided by each instrument. Message information dimension about the action in the functional level process activates syntactic construction coding of the most consistent act and name. Syntactic coding of names that are prepared according to their thematic roles on the message level is then appointed to grammatical roles. Names that are related to grammatical rules at the situation level process are then appointed as coordinate clause syntagm that are united one by one with their proper syntactic positions. This is why, functional notation structure of a sentence is both ordinal and transactional (Altman, Kemper; 2006: 44). According to Dohsaka and Shimazu (1996:305), it is the

conversion of the statement of "What will be said" under the production communication conditions to the statement of "How will it be said". There are three necessary things for language production; information, conscience and skill. In addition to this, language production is generally formed by assuming 3 types of processes:

- Conceptualization (what, to whom, how will it be conveyed)
- Formulation (choosing and activation of necessary lexems from dictionary)
- Open coding (context dependent phonation, writing)

During conceptualization, a message and a communicational goal are created. It is thought that the process in this stage includes linguistic preparation presentations. Formulization, on the other hand, shows the level at which the words that convey messages and encoded with shaped consecutives. Lastly, open coding is formed with the articulation environment effect when there is a verbal production or gesture or in case of written production (Bock, Levelt, 1994; Levelt, 1989). Garrett (1988: 8-12) explains sentence production by dividing it into these levels: Message level includes the characteristics of the meaning to be given; function level includes the lexemes that carry the syntactic duty and is chosen from the lexical order and they are defined as the structure-class-specifity deficits in the functional structure. Lastly, position level includes word styles that are parts of a structure that is phonologically specified, regained, and whose places are hierarchically arranged (Rohde, 2003; Dohsaka &Shimazu,1997).   In brief, linguistic production is the actualization of two processes: Choosing and combining (Jakobson, 1982).

Language Production Model

The concept of form called "Örnekçe" in Turkish is the structural, symbolic description of reality in various fields, or interpretation and thought about this reality. Model is an abstract structure; explanation is creating a certainty. In linguistics, this means putting real linguistic objects into the place of the terms of the model. Language production is the complex sequence of operations that are tried to be carried out with minimum mistake. This production provides the production of productive fluent, consistent/understandable, statement/discourse which is a type of human ability of speaking in real time processes. Speaker firstly creates a message in his mind in order to say a sentence. Then he transforms this

message into a syntactic form. Creation of this syntactic structure starts with the recalling of lemmas which will guide this grammatical coding from the mind. In this stage, words' linguistic roles as subject, object etc. are set and syntactic harmony is arranged. Complete sentence that is adapted to syntactic rules carry the role of starting phonologic coding. At this stage, lexemes that are adapted to phonological rules are recalled and, intonation style, syllable structure, phone unit processing of the sentence that will be ready to be pronounced in the next and last stage is framed and the special structure of the sentence is shaped (Fig. 1) (Garrett, Antonio, Vigliocco, 1997:315).

Thus, speech production processes from the beginning of the picture until pronunciation of it is determined separately and as a whole at the level of stages and findings stated below are obtained, (Fig.1)
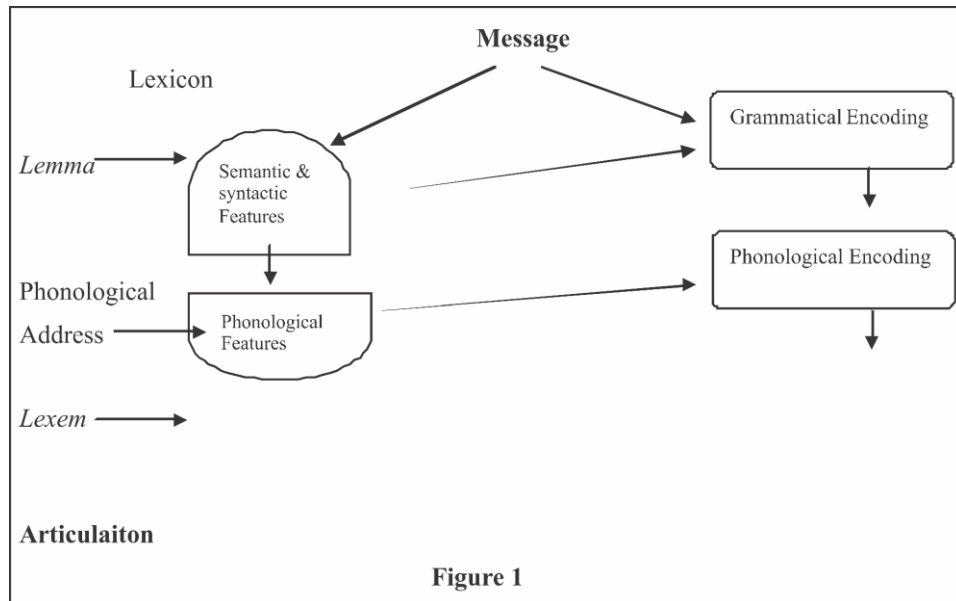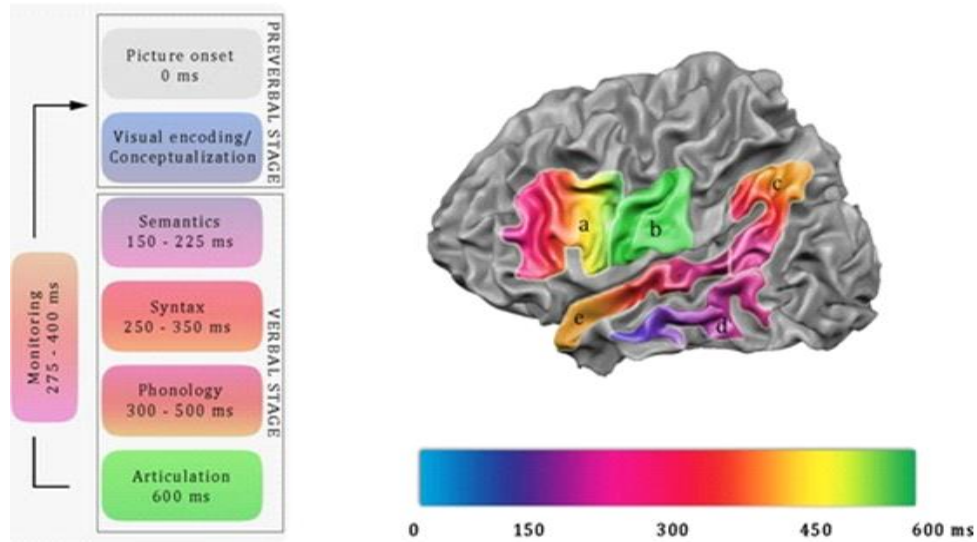
Figure 1

Figure- 2

Stages before speaking and during production of words are reflected with neuroimaging technique. The stage before speaking and conceptualization stages is at the beginning of picture 0 ms; word production stage occurs at the fifth stage as stated above, in 275-400 ms. Speed measurement of stages are; meaning stage, 150-225 ms; syntax stage, 250-350 ms; phonetic stage, 250-350 ms and lastly pronunciation is displayed as 600 ms (Timmers et al. 2011;370)

Education and Teaching of Native Language

Education and teaching of native language is multi-component coordination of converting linguistic ability to the ability of language usage. This coordination includes; *nature of language, nature of language learning, goals and aims in teaching, schedule, teaching tools/educational tools, function/role of teacher, learner, teaching tools, method to be used, procedure, approach (Richards, at al, 1985).* Native language education and teaching is to know the language abilities and to be able to use it competently. Linguistic abilities that are gained by children are completed with the process of transforming them into the ability of using linguistic abilities and creation of a language awareness, native language knowledge.

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Suggestion of First Reading and Writing Teaching Model Based on Language Production

Teaching of the first reading and writing is a complement of planned, organized, repetitive, teaching activities in order to ensure and develop the acquisition of reading and writing skills which will significantly affect and determine intellectual, cognitive and spiritual development of individuals that start school with basic linguistic abilities (speaking and listening). Suggested model is named "suggestion" as it is not based on an experimental proving in a scientific process. Scientific testing period in first reading and writing teaching has some difficulties such as a strong cooperation, legal approval, and obligation of application during education period. Application can only be carried out on pilot schools with the approval and support of the Ministry of National Education and many teachers responsible for first reading and writing besides provincial and district directors of national education should be educated before application. Besides these factors, an application project should be planned, approved and applied in different parts of the country at the same time with the same process. Shortly, it is almost impossible to use a virtual sampling group in such studies.

Suggested model for first reading and writing teaching process starts after completing all of the ability preparation studies that are necessary. Similar to the language production models, model suggestion is divided into stages and explained, and it is shown with a simple model drawing. Suggestion is made of seven (7) stages:

1st Stage: Non-linguistic context/world/event with pictures that are harmonious and that enable association is presented to students.

2nd Stage: After determining that the context is understandable enough, students are asked to say words describing context from mental words consistent with non-linguistic context. Words are written on the computer (in a way that can be seen by the whole class) and projected on the curtain with a projector.

3rd Stage: Debated choosing, elimination and deletion of words are carried out in order to choose the best ones that describe context in the best way. The process continues until concrete relation is ensured between non-linguistic and linguistic world.

4ᵗʰ Stage: Students are required to create sentences with chosen words and these sentences are written on the computer and projected on the curtain with projector.

5ᵗʰ Stage: Students are required to find the phonetic changes of the word used in the production of sentences. Reasons are determined with discussion and reasons are confirmed with other sample sentences.

6ᵗʰ Stage: Sentences (same context can be produced with different sentences) are related with non-linguistic context and reading ability stage starts. Teacher reads and students repeat. Teacher gives importance to using supra segmental units such as accent, intonation, tune while reading.

7ᵗʰ Stage: Teacher asks students to write the produced, written and read sentences. At the end of writing process, teacher does the correct writing by using the computer programs (handwriting programs that are made with lines for the first writing studies). Teacher asks students checks their writings find their mistakes and write the correct handwriting projected on the curtain.

The model suggested above can be carried out according to ordering of phone groups that are determined according to various reasons. As a general rule, firstly sentences with few words, then sentences with more words are created. Stages and their contents can be changed and enriched on the condition that language production models are used. A simple display of the model is presented below:

Figure 3

Extralingual context/ A picture with Theme

Determination of the words that will describe extralingual context

Discussion/ Elimination/ Choosing/ Deletion

Sentences are produced

Phonetic Changes are found   Phonetic changes are justified

Teacher reads sentences with mood states   Students repeat what is read

Students write the pronounced sentences with handwriting by looking at their written forms

Teacher writes sentences he/she wrote with book writing style again with handwriting program and he/she wants them check and correct their writings

Discussion and Result

Although language production includes a certain amount of language acquisition and usage concepts, it is a middle stage before acquisition and after usage and it has original processes. Theories and models of language production include information that can be useful for

almost all of the fields of language education and teaching. Language teachers can use methods and techniques based on language production theories and transformed into teaching and education fields by applied linguists. On the other hand, they can benefit from the results of these theories and applications and can apply creative methods; by doing these, teachers can ensure effective lessons in the fields of first reading and writing besides reading, writing, listening, speaking, visual reading and writing ability. As a result, production of language includes all of the fields of language. While teachers can confidently apply the results of experimental studies, they can also try un-attempted theories, share results with relevant people in the world of education and can contribute to language and native language education originating from language production.

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Quality Teaching: Assessing the Need for Professional Development Programs at Secondary School Level in Pakistan

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Abstract

Quality teaching is an important national and professional cause and teachers' professional development programs are considered as one of the fundamental source to enhance quality teaching. The present study highlighted the needs for professional development programs at secondary school level in Pakistan. The objectives of the study were (a) to explore the SSTs' teaching quality in Pakistan, (b) to discuss the rationale of SSTs' professional development programs and (c) to recommend measures to ensure SSTs' quality teaching in Pakistan. The study was limited to district Bahawalpur. All the male and female SSTs in public sector schools in district Bahawalpur were the target population of the study. Total population was 1200. 291 SSTs were randomly selected as samples for data collection. The collected data was analyzed by using Ms Excel. Percentage and mean score statistical formulas were applied for data analysis. The major findings of the study were that majority of the SSTs have command in subject knowledge, classroom management and actively involved in school improvement but they were facing problems in pedagogy e.g. lesson planning, developing instructional techniques, organizing instructional materials, applying motivational techniques, collaboration, understanding learning theories and human development, individual attention and students' assessment, etc. Accordingly their teaching quality is very low. Moreover, various educational organizations

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were found working on the agenda of SSTs' professional development program but more comprehensive frame work is needed to enhance quality teaching.

Key words: Teaching quality, teachers' professional development, school improvement, educational reforms.

Introduction

Over the last years, the educators, researchers and policy makers associate the issue of quality teaching with the professional development of teachers (OECD, 2005). The underlying perspective is that teachers' professional development could improve teaching practices, which in turn assures higher levels of student achievement (Borko, Jacobs, & Koellner, 2010; Van, Zwart, & Meirink, 2011; Cohen & Hill, 2001; Desimone, 2009; Supovitz, 2000). From this perspective, some studies e.g. (Garet, Porter, Desimone, Birman, & Yoon, 2001; Glazerman, Senesky, Seftor, & Johnson, 2006; Glazerman, McKie, & Carey, 2009; Penuel, Fishman, Yamaguchi, & Gallagher, 2007) provide empirical support to the association between quality teaching and teachers' professional development. Supovitz, (2001); Garet et al., (2001) suggests a conceptual model for teachers' professional development and provides research evidence of the strong relationship between quality teaching and students' learning outcomes. In the field of educational effectiveness, researchers Creemers & Kyriakides, (2006) speculate about the methods that may be used to ensure quality teaching.

Richter, Kunter, Klussmann, Lüdtke, & Baumert, (2011); describe teachers' professional development programs extend teachers' profes-sional competencies, including knowledge, skills, self-regulatory, beliefs and motivation. Borko et al., 2010; Garet et al., 2001and Penuel et al., 2007; describe many interventions that concern with the subject-related knowledge towards teachers' professional development whereas others focus on developing pedagogical skills. A meta-analysis of studies examining the impact of teacher factors on teaching outcomes by Seidel & Shavelson, (2007) finds that both content knowledge and pedagogy have a significant impact on quality teaching. It clarifies that teachers' professional development programs enhance teachers' role in the

classroom that was found to maximize the quality teaching at the place of their work at schools (Kyriakides & Creemers, 2008).

Literature Review

Quality teaching means to address the changing needs of society and its students which are closely related with the teachers' professional development programs (Loonstra et al., 2009). But some researchers differ on the level of this relationship. They include more variables of quality teaching e.g. the school, teacher, student level of learning within the classroom, student background knowledge, instructional strategies, parent and community involvement, classroom management, curriculum design, and student motivation (Marzano, 2003). Based upon an analytical review of several studies, Marzano (2003) concluded that the professional development activities practiced by teachers have a similar impact on student achievement as compare with the aforementioned variables. Top three characteristics of professional development are the activities to promote content knowledge, active learning, and the overall coherence of staff development.

Teachers' professional development is defined as a combination of teachers' personal and professional efficiencies that they practice during their time at work (Cruickshank, Kennedy, Williams, Holten, & Fay, 1986) and perform in teaching learning process (Desimone, 2009). These studies divide this process into the stages of pre-service training, ingoing the profession and continuity. Day & Sachs (2004); Fung (2007); Fullan (2007; Gersten & Dimino, (2001) describe teachers' professional development includes a number of variants such as the acquisition of knowledge and understanding, growing number of teaching proficiencies as well as acquisition the individual process of development in the entire school. On the basis of these conclusions, one can summarize that the teachers' professional developments covers all the experiences that they are may encounter during their career.

Many have referred professional development programs as a new image or a dramatic shift in teacher education (Cochran-Smith & Lytle, 2001: Walling & Lewis, 2000). Over the past 15 years there have been standards-based activities for reform (Consortium for Policy Research in Education, 1993; Hord, 2004; Kedzior & Fifield, 2004: Sparks, 2002). The

key component of this reform movement has been that effective professional development created a knowledge base that has helped to restructure quality schools (Guskey, 1995; Willis, 2000).

Over the last decade, research in the field of quality teaching has focused more on the two principal stages of teachers' professional development: The Induction Stage (Bezzina, 2006; Carver & Feiman-Nemser, 2009; Dalgarno & Colgan, 2007; Fantilli & McDougall, 2009; Krull, Oras, & Sirje, 2007; Kyriacou & Kunc, 2007; Ulvik, Smith, & Helleve, 2009; Watt & Richardson, 2008; Worthy, 2005) and the continuous professional development (Kersaint, Lewis, Potter, & Meisels, 2007; Skaalvik & Skaalvik, 2009). Recent research Muijs & Lindsay, (2008); Passy & Waite, (2008) indicates that Continued Professional Development (CPD) is one of the necessary elements of quality provision in any profession and indeed an essential part of teachers' professional asset.

The National Staff Development Council (2007) developed a set of nine standards for quality teaching that all professional development programs should follow. They include content knowledge for quality teaching, collaboration, research-basis, diverse learning needs, student learning environments, evaluation, family involvement, data-driven design and teacher learning. Professional development refers to the development of a person in his or her professional role. Professional workshops and other formal training programs are a part of the person's professional development experience (Ganzer, 2000). Moreover, professional development programs and other organized in-service trainings are designed to promote the growth of teachers that can be used for their further development (Crowther et al, 2000).

In many developed countries, teachers are required to continue learning throughout their careers (Day & Sachs, 2004). Such continuing professional development is perceived as a key to improve schools, increase teacher quality, and enhance student learning (Hargreaves, 2000; Opfer & Pedder, 2011; Verloop, 2003). Quality Teaching demands teachers must stay up to date with new trends and learn fresh strategies, methods and techniques to meet challenges in classrooms (Cheetham & Chivers, 2001) and to respond to educational change (Fullan, 2007). Researches pertaining to the quality teaching indicate to functionalize the teachers' CPD programs (Bolhuis, 2009; Timperley et al., 2007).

In the perspective of quality teaching, professional development and in-service training consisted of workshops or short term courses provide teachers new information related to their work (Brookfield, 2005). Champion (2003) viewed that experiences for professional development and regular opportunities over the past few years had supported systematic growth and development in the teaching profession. It has long been predicTable that the most important thing a teacher should do is continue to learn. Improving teaching quality can improve learning outcomes for students according to Andrew Leigh from Australian National University (Teacher, 2007). Professional Development is key to maintain improvement in teacher quality. The Australian Council for Educational Research refers to Teachers' Professional Development as "a vital component to enhance the quality of teaching and learning in schools" (ACER, 2005).

Study Objectives

1. to explore the SSTs' teaching quality in Pakistan.

2. to discuss the rationale of SSTs' professional development programs and

3. to recommend measures to ensure SSTs' quality teaching in Pakistan.

Research Methodology

Following research methodology was applied to conduct the study.

Population and Sampling

The population of the study is consisted secondary school teachers in Pakistan. The study was limited to the district Bahawalpur. There are 1200 male and female secondary school teachers in district Bahawalpur. According to Gay (2005), 291 SSTs were considered as an appropriate sample size for the study. Simple random sampling technique was adopted for the selection of samples from the target population.

Research Tool Development and Data Collection

Since the study was descriptive in nature, therefore, survey approach was considered suiTable for data collection. For the purpose, questionnaire on five-point (Likert) scale consisted on 26 items was developed. The questionnaire was applied on 40 secondary school teachers for pilot testing. Necessary corrections were made to finalize the questionnaire. Then it was applied for data collection.

Data Analysis

The collected data was coded and analyzed through Ms- Excel in terms of percentage and mean scores. Following scale values were assigned to each of the five responses:-

Scale Values

Level of Agreement	Scale value
SA	5
A	4
UND	3
DA	2
SDA	1

To calculate the mean score, following formula was used.

$$\text{Mean Score} = \frac{(FSA\,x5+ FA\,x4+FUNDx3+ FDAx2 + FSDAx1)}{N}$$

Where

$$FSA \quad = \quad \text{Frequency of Strongly Agreed.}$$
$$FA \quad = \quad \text{Frequency of Agreed.}$$
$$FUNC = \quad \text{Frequency of Undecided.}$$
$$FDA \quad = \quad \text{Frequency of Disagreed.}$$
$$FSDA = \quad \text{Frequency of Strongly disagreed.}$$

Results and Discussion

Table No. 1: SSTs have up to date subject knowledge.

Level of Agreement	Opinions	Percentage	Mean Score

Agree	251	86.25%	
Undecided			3.72
Disagree	40	13.7%	

Table No. 1 shows that vast majority of the respondents e.i. 86.3% are agree that SSTs have up to date subject knowledge while only 13.7% respondents are disagree with it. Mean score is 3.72.

Table No. 2: SSTs have clear concepts of their subject knowledge.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	239	82.1%	
Undecided			3.73
Disagree	52	17.9%	

Table No. 2 shows that vast majority of the respondents e.i. 82.1% are agree that SSTs have clear concepts of their subject knowledge while only 17.9% respondents are disagree with it. Mean score is 3.73.

Tables No. 1 and 2 describe that Secondary School Teachers in Pakistan have up to date knowledge and they have command over their subject knowledge. Most of the teachers remain in touch with the new information related to their subjects. Sufficient number of SSTs found to continuously increase their qualifications by attending regular or part time classes in universities.

Table No. 3: SSTs present contents meaningfully.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	95	32.6%	
Undecided			2.74
Disagree	196	67.4%	

Table No. 3 shows 32.6% respondents are agree that SSTs presents contents meaningfully but majority of the respondents' e.i. 67.3% are disagree with it. Mean score is 2.74.

Table No. 4: SSTs engage all the learners in learning process.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	109	37.5%	
Undecided			2.39
Disagree	182	62.5%	

Table No. 4 shows that 37.5% respondents are agree that SSTs engage all the learners in learning process while 62.5% respondents are disagree with it. Mean score is 2.39.

Table No. 5: SSTs use students' prior knowledge and experiences in teaching.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	251	86.3%	
Undecided			3.72
Disagree	40	13.7%	

Table No. 5 shows that 86.3% respondents are agree with SSTs use students' prior knowledge and experience in teaching while 13.7% respondents are disagree with it. Mean score is 3.72.

Table No. 6: SSTs transfer knowledge in real life-settings.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	81	27.8%	
Undecided			2.51
Disagree	210	72.2%	

Table No. 6 shows that 27.8% respondents are agree with SSTs transfer knowledge in real life-settings but majority of the respondents e.i. 72.2% are disagree with it. Mean score is 2.51.

Table No. 7: SSTs meet the learning needs of each individual learner.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	108	37.1%	
Undecided			2.4
Disagree	183	62.9%	

Table No. 7 shows that 37.1% respondents are agree with SSTs meet the learning needs of each individual learner while majority of the respondents e.i. 62.9% are disagree with it. The mean score is 2.4.

Tables No. 3 to 7 elaborate that majority of SSTs are unable to teach meaningfully. They are unable to give individual attention to students. Therefore, they remain unsuccessful in meeting learning needs of all the students. They are also unable to relate contents in real life settings. It may result in loosing students' attention and understanding. It may cause low results.

Table No. 8: SSTs apply the skill of lesson planning.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	68	23.4%	
Undecided			2.4
Disagree	233	76.6%	

Table No. 8 shows that only 23.4% respondents are agree with SSTs apply the skill of lesson planning while majority of the respondents e.i. 76.6% are disagree with it. Mean score is 2.4.

Table No. 9: SSTs appropriately design the instructional activities.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	97	33.3%	
Undecided	13	4.5%	2.7
Disagree	181	62.2%	

Table No. 9 shows that only 33.3% respondents are agree with SSTs appropriately design the instructional activities, 4.5% respondents are undecided while majority of the respondents e.i. 62.2% are disagree with it. Mean score is 2.7.

Table No. 10: SSTs know the role of language in teaching.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	278	95.5%	
Undecided			3.9
Disagree	13	4.5%	

Table No. 10 shows that vast majority e.i. 95.5% respondents are agree with SSTs know the role of language in teaching while only 4.5% respondents are disagree with it. Mena score is 3.9.

Table No. 11: SSTs are familiar with new trends in education.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	136	46.7%	
Undecided			2.6
Disagree	155	53.3%	

Table No. 11 shows that 46.7% respondents are agree with SSTs are familiar with new trends in education while 53.3% respondents are disagree with it. Mean score is 2.6.

Table No. 12: SSTs achieve teaching goals.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	121	41.6%	
Undecided			2.75
Disagree	170	58.4%	

Table No. 12 shows that 41.6% respondents agree with SSTs achieve teaching goals while majority of the respondents' e.i. 58.4% disagree with it. Mean score is 2.75.

Tables No. 8 to 12 elaborate that majority of SSTs know the impact of language in their teaching and students' development but at the same time most of them are not efficient in lesson planning and designing appropriate instructional techniques. They also not well familiar with the

new trends in education which is very important for quality teaching.
Hence, they suffer a lot in achieving teaching goals.

Table No. 13: SSTs have ability of classroom management.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	135	46.4%	
Undecided			3.01
Disagree	156	53.6%	

Table No. 13 shows that 46.6% respondents agree with SSTs have ability
of classroom management while 53.6% respondents disagree with it.
Mean score is 3.01.

Table No. 14: SSTs help in school improvement.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	210	72.2%	
Undecided			3.3
Disagree	81	27.8%	

Table No. 14 shows that majority of the respondents' e.i. 72.2% agree
with SSTs help in school improvement while 27.8% respondents disagree
with it. Mean score is 3.3.

Table No. 15: SSTs organize teaching activities appropriately.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	94	32.3%	
Undecided			2.1
Disagree	197	67.7%	

Table No. 15 shows that 32.3% respondents agree with SSTs organize
teaching activities appropriately while majority of the respondents' e.i.
67.7% disagree with it. Mean score is 2.1.

Table No. 16: SSTs have command in students' assessment.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	122	41.9%	
Undecided			2.9
Disagree	169	58.1%	

Table No. 16 shows that 41.9% respondents agree with SSTs have command in students' assessment while 58.1% respondents disagree with it. Mean score is 2.9.

Table No. 17: SSTs use results to improve teaching.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	149	51.2%	
Undecided			2.7
Disagree	142	48.8%	

Table No. 17 shows that 51.2% respondents agree with SSTs use results to improve teaching while 48.8% respondents disagree with it. Mean score is 2.7.

Tables No. 13 to 17 elaborate that most of the SSTs have sufficient ability of classroom management and they are also helpful in school improvements but face problems in organizing appropriate teaching activities and applying appropriate assessment techniques. Most of the SSTs are found less competent in using students' results in order to improve their teaching. These components have significance for quality teaching but majority of the SSTs are lacking behind in these fields. So they need necessary trainings to ensure quality teaching.

Table No. 18: SSTs have skill to manage the resources of time and space.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	238	81.8%	
Undecided	5	1.7%	3.7
Disagree	48	16.5%	

Table No. 18 shows that vast majority of respondents agree with SSTs have skill to manage resources of time and space, 1.7% respondents are undecided while 16.5% respondents disagree with it. Mean score is 3.7.

Table No. 19: SSTs stimulate learning environment by using norms.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	68	23.4%	
Undecided			2.6
Disagree	223	76.6%	

Table No. 19 shows that 23.4% respondents agree with SSTs stimulate learning environment by using norms while majority of the respondents' e.i. 76.6% disagree with it. Mean score is 2.6

Table No. 20: SSTs develop positive relationship with students.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	251	86.3%	
Undecided			3.7
Disagree	40	13.7%	

Table No. 20 shows that majority of the respondents e.i. 86.3% agree with SSTs develop positive relationship with students while 13.7% respondents disagree with it. Mean score is 3.7.

Table No. 21: SSTs use parents' collaboration to support students' learning.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	122	41.9%	
Undecided			2.9
Disagree	169	58.1%	

Table No. 21 shows that 41.9% respondents agree with SSTs use parents' collaboration to support students' learning while majority of respondents' e.i. 58.1% disagree with it. Mean score is 2.9.

Table No. 22: SSTs have ability to work in collaboration.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	107	36.8%	
Undecided			2.8
Disagree	184	63.2%	

Table No. 22 shows that 36.8% respondents agree with SSTs have ability to work in collaboration while majority of the respondents' e.i. 63.2% disagree with it. Mean score is 2.8.

Tables No. 18 to 22 elaborate that majority of SSTs are capable to manage resources of time and space. They are also successful in developing positive relationship with their students but majority of the SSTs are lacking in collaboration. Where they themselves are unable to work in collaboration they are also unable to involve parents in solving students' learning problems. So they need necessary professional trainings to work in collaboration.

Table No. 23: SSTs appropriately apply motivational techniques.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	95	32.6%	
Undecided			2.3
Disagree	196	67.4%	

Table No. 23 shows that 32.6% respondents agree with SSTs appropriately apply motivational techniques while majority of the respondents' e.i. 67.4% disagree with it. Mean score is 2.3.

Table No. 24: SSTs have good knowledge about learning theories.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	123	42.3%	
Undecided			2.6
Disagree	168	57.7%	

Table No. 24 shows that 42.3% SSTs have good knowledge about learning theories while majority of the respondents' e. i. 57.7% disagree with it. Mena score is 2.6.

Table No. 25: SSTs have knowledge of research and theories about effective teaching.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	109	37.5%	
Undecided			2.4
Disagree	182	62.5%	

Table No. 25 shows that 37.5% respondents agree with SSTs have knowledge of research and theories about effective teaching while majority of the respondents e.i. 62.5% disagree with it. Mean score is 2.4.

Table No. 26: SSTs have good knowledge of human learning and human development.

Level of Agreement	Opinions	Percentage	Mean Score
Agree	81	27.9%	
Undecided			2.3
Disagree	210	72.2%	

Table No. 26 shows that 27.9% respondents agree with SSTs have good knowledge of human learning and human development while majority of the respondents' e.i. 72.2% disagree with it. Mean score is 2.3.

Use of appropriate motivational techniques, the understanding of human learning and human development is absolute for the secondary school teachers for quality teaching. The study found that SSTs are not well equipped with the learning theories and applying appropriate motivational techniques. It has a negative impact on quality teaching. So SSTs need to enhance their professional capabilities in these fields.

Findings

The findings of the study were that 86.3% SSTs have up to date subject knowledge, 82.1% SSTs have clear concepts of their subject knowledge, 32.6% SSTs present contents meaningfully, 86.3% SSTs use students' previous knowledge in their teaching, 46.4% SSTs have ability of classroom management, 41.9% SSTs have command in students'

assessment, 36.8% SSTs have ability to work in collaboration, 32.6% SSTs apply motivational techniques, 37.5% SSTs engage learners in learning process, 27.8% SSTs transfer knowledge in real life settings, 37.1% SSTs meet learning needs of each individual learner, only 23.4% SSTs apply the skill of lesson planning, only 33.3% SSTs apply appropriate instructional activities and 27.9% teachers have knowledge about human learning and development.

Recommendations

- Government should facilitate SSTs to perform their responsibilities peacefully.
- Continuous professional development framework should be implemented.
- Effective monitoring system should be implemented by the department.
- SSTs' promotions should be based on their performance.

Conclusion

It is found that quality teaching has a significant place in quality education and teachers' professional development programs vastly support quality teaching. In Pakistan secondary school teachers have sufficient subject knowledge but majority of them are unable to perform their responsibilities effectively. Accordingly their teaching quality is low. They require continuous professional development programs to address the educational challenges and to ensure overall quality teaching. A sound and productive professional development mechanism must be implemented. The education department should facilitate teachers to enhance their efficiency and the teachers who have got trainings must be monitored afterwards to make them utilize these trainings in their practice.

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Problems Encountered by Novice Researchers - A Case-Study from Pakistan

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Abstract

Academic research is pivotal for improvement but is also fraught with challenges particular for novices. Quality research requires thorough understanding which is hampered by lack of relevant skills. This article explores problems faced by postgraduate students during the process of research in the field of English language and literature. The data has been collected from 30 students through survey method by conducting a questionnaire comprising of 20 questions in the department of English at National University of Modern Languages, Islamabad. This study intends to investigate problems encountered by students who are new to the field. The study concludes that students face considerable difficulties during the course of their research due to lack of proper guidance, finding relevant supervisors, and lack of skill to utilize the available library resource.

Key Words: Academic research; postgraduate students; linguistics; literature; Pakistan

Introduction

Academic Research is a serious and organized activity which requires a systematic procedure for finding out the truth and knowledge. According to Oxford Advanced Learner's Dictionary it is 'a careful study of a subject, especially in order to discover new facts or information about it.' It focuses on revealing what everyone has not seen or experienced. In this structured activity, one tends to find out various problems that exist around him. Research aims at providing ease and comfort into the lives of the people making the procedure easier for the public to look at their lives

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from a newer perspective. It is a never ending journey from the unknown to known .That is a flight from the world of imagination in to reality.

According to Clifford Woody (as cited in Kothari, 2004), it is a way of defining and redefining problems, collecting related literature .making deductions and discussion and finally providing a solution after testing them through different research tools existing around them. It brings into light the cause- effect relationship between variables and highlights the characteristics of various groups in multiple situations. It is divided into FIVE phases:

I.   The conceptual phase requires planning and thinking about a particular area of study.
II.   Phase of construction of research design involves drawing road map by researcher.
III.   Empiric phase implements time of the things planned earlier.
IV.   Analytic phase requires organization of data systematically to be analyzed by the researcher.
V.   Disseminative phase is related to sharing the findings with the respective subjects to bring change in their life.

This particular study has also been planned keeping in mind the five phases of research in order to reveal the major problems encountered by novice researchers at Post-graduate Level in Pakistan. The novice researchers are usually those students who are conducting the research for the very first time. Research helps them in looking deeply into the problems that exist in their relevant fields and also help them in analyzing and searching for the solution. In scholarly inquiry, novice researchers have overwhelming task of attempting to add knowledge to already existing data which may help future research scholars and implementations. According to Timothy J. Ellis and Yair Levy in their research article titled, A Guide for Novice Researchers: Design and Development Research Methods published in 2009, argued that the first and foremost task assigned to the new researcher is to find a meaningful problem which is the focal point of any study and is the initial step towards research. Secondly, novice researcher has to select an appropriate type of study depending on the nature of the problem and results from previous researches practiced in the backdrop of existing theories in their

target area (i-e. area to be researched). Such type of research is usually termed as "Design and Development research" or "Action Research".

In Pakistan, where the literacy rate is 58% according to UNESCO, it is very difficult to find and motivate people to conduct research. Islamabad, the capital of Pakistan lies on the top of the list where the literacy rate is 98%.As compared to other cities; People in Islamabad have better learning facilities. Therefore, research attitudes can be developed much faster in the capital. Most of the universities in Pakistan do not offer the course of research methodology in the department of English language and literature. According to a report published in 2012 by Higher Education Commission of Pakistan, 135 universities are recognized by HEC, in which we have 74 Public sector Universities and 61 private sector universities. In these 135 universities, 13 Public sector universities are in Islamabad and there are only two universities which offer research in the field of English Language and Literature at Post-graduate level. They are: International Islamic University and National University of Modern Languages, Islamabad, Pakistan.

National University of Modern Languages, Islamabad, Pakistan is an educational institution established in 1970 to serve the purpose of promoting interaction among people through teaching and learning of almost 35 languages spoken around the world. It was upgraded to the status of a university on 29th May 2000 with an aim "to provide academic environment and opportunities for creating educated, productive, and responsible citizens of Pakistan and the global citizenry through intellectual, personal and professional growth (National University of Modern Languages, 2008). This university offers Masters Degree programs in more than fifteen disciplines with compulsory research work. Each semester a group of students conduct research in different departments in their final semester.

The university's English department is the biggest department in terms of number of students doing on campus studies. The graduate section of the department has made it compulsory for all students of their degree programs to conduct research in the field of either literature or Applied Linguistics in order to promote research trends in respective areas fulfilling the requirement of the Higher Education Commission. In this context, number of difficulties are faced by the students .This particular requirement has raised certain problems for students while conducting

research for the first time. The new researchers encounter difficulty at various stages of research both in planning and process. Therefore, this research study has been be accomplished as an action research that would bring out the problems related to new researchers at Post-graduate Level in the Department of English, so that careful solution may be provided for their problems in conducting research and new researchers can be facilitated in prospect. The results of this case-study can be generalized to the difficulties of new researchers not just in English but for all novice researchers conducting research in social sciences and humanities.

Problem Statement

There are common problems faced by researchers at different levels of research such as topic selection, meetings with research supervisors, data collection and so on which require a lot of attention. It is essential to highlight those difficulties in this study. It may be beneficial for the novices and the Research In-charges to guide and facilitate the students and lessen their problems for the future academic researches and promote better research attitudes among the students at Post-graduate Level in Pakistan.

Research Question

What are different problems faced by novice researchers at Post-graduate Level in Pakistan?

Objective

The aim of this study is:
- To find out major problems faced by new researchers at Masters Level.
- To promote research in the areas of English Literature, Language and Applied Linguistics.
- To facilitate future researchers in their respective areas of study.

Significance of the Study

The basic purpose of this study is to promote research attitudes amongst the young researchers by finding out the problems they come across while conducting research. This will definitely encourage the students to accept this course as broad and enlightening journey providing spectacles for viewing English Literature and Language differently from already existing opinions about them and using this procedure to bring positive and reinforcing expedition from learning to teaching English to others in an innovative manners.

Delimitation

This study has only been delimited to new researchers doing research in English Literature and Linguistics at Post-graduate Level in the English Department at National University of Modern Languages, Islamabad, Pakistan. This research has been conducted from the perspective of the researchers and not the supervisors. Therefore, the areas discussed are major concerns of the students.

Literature Review

Research in the field of social sciences can be of various types like experimental, descriptive or case-study. They must address a particular issue in systematic manner to search for the problems existing in our social circles or find the validity of the existing data through re-interpretation of existing knowledge and attitudes (Gay, 2006).

The criterion for a good research is that the objectives of the study should be well defined in the light of proper theoretical framework selected for the study. The research process should be able to explain and describe in a way which reinforces research trends in future. The research report designed by the researcher should be carefully planned in order to reveal the effects of the findings upon the population conforming to the reliability and validity of the procedural designs used for collecting data. All this process is very difficult and the researchers need to be persistent in their attitude while conducting research in their respective areas.

According to Syed (2009), most of the researchers in India had to face difficulty in conducting research due to insufficient scientific training in research, improper meeting schedule, confidentiality issues, insufficient time and unavailability of funding and an inadequate knowledge regarding library resources.

Most of the time researchers find this task to be tedious and tiresome because of the time and attention it requires yet it is needed to be as mandatory requirement for the completion of the degree. According to Burton (1995), it is the core business of any university is to teach and train, and endorse research and development and to also promoting competition among the academic researchers to provide community services. Teaching is not complete unless research in interdisciplinary areas is conducted. As it is the case at NUML , Islamabad, Pakistan where all Post-graduate Students in the English Department are motivated to do research in the areas of Literature and Linguistics as a compulsory academic requirement without getting away from it. They are expected to conduct research and present a written report before completing the degree. During this process, they find a lot of problems in this context. Therefore, a careful organized survey has been planned to find out their problems and investigate so that a proper solution may be devised for future researchers conducting it for the first time.

In one of the electronic poll conducted by Saurabhjain (2009), he has tried to find out problems during research in India. According to the poll the major problems were selecting the topic and finding theoretical framework related to the chosen area. There is also lack of a code of conduct for the researchers and insufficient interaction between the researchers and subjects which result in biased researches.

C.R. Kothari (2004) has also mentioned some of the major problems faced by researchers in India in his book on research methodology. He believes that due to paucity of research expertise, insufficient interactions between the researchers and concerned departments researchers cannot access primary data. Secondly, the researchers own reliability is a question mark for the population; Institutional support is also very important for the researchers to conduct research. The library management and functioning is also very unsatisfactory which causes problems for the researchers to gather data.

The time available for the publication of their writings is also insufficient for them.

Anna C. Bocar (2009), Faculty of College of Arts and Sciences , La Salle University – Ozamiz also conducted a descriptive survey titled 'Difficulties Encountered by the Student - Researchers and the Effects on their Research Output' (p. 62). In this study, 14 students of Political science were selected in La Salle University with the purpose of enlightening and enriching the mind of the researchers making research a fruitful enterprise. It also aimed at improving administrative strategies required for setting a research for an issue existing around us. Basically this study revealed that 'the cooperation of respondents outside the academic institution is very crucial problem for student researchers. To some extent, students felt that personal problems like time and stress management disturbed their concentration. 66% of the respondents found it difficult to finish their research in time'(p.66).

For this research, the researcher has adapted the same operational framework as used by Anna C. Bocar (2013).
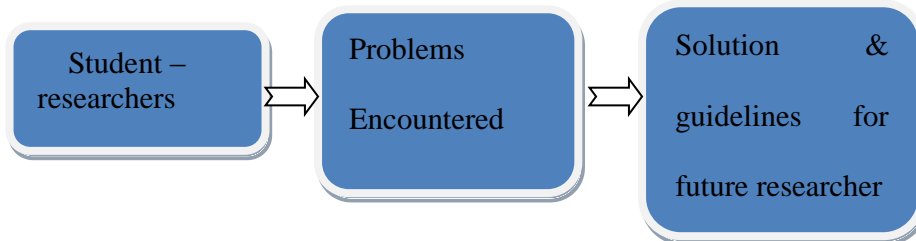
Figure 1.1 Adapted Operational Framework by Anna C. Bocar (2009)

The research process benefits from the stages involved in defining the problem focusing on the 'credibility, responsiveness and quality of research' (Bickman, 2009.p.xv).

Method and Procedure

This quantitative cum quantitative research provides both descriptive and statistical analysis of the responses received from the sample selected for this study. The method adopted for the study required close study of the population size from which the data has to be retrieved and then sampling has been done through random sampling in which

every member of the population has n equal chances of being selected for the survey through questionnaires.

The population for this study is all the post-graduate students conducting research in their fourth and final semester for the first time in Session August 2012- January 2013.The justification for their selection as population is that they have conducted research for the first time in partial fulfilment of their degrees. Secondly, this survey will bring out problems they had to face during their journey. Therefore, the population consisted of 141 students from the morning session and 90 students in the evening session of the above mentioned Fall Semester. And most important of all, they were the first batch in which all students had to do research as mandatory tasks for the completion of their degree. Therefore, the sample consisting of 30 students was randomly selected for this study using random sampling.

Questionnaire was used as research tool so that reliable data could be collected. The reliability of questionnaire was proved through Pilot study and Naturalistic Observation. Being a Research Teacher, the need for a proper survey was felt with the help of questionnaires so that problems of the researchers could easily be pointed out objectively. It comprised of 20 questions to be answered by the researchers about various steps of their research regarding topic selection, supervisors, accessibility of the content, time and Institutional support. Questionnaires were sent to the students through the mail so that correspondence could be done easily. All questionnaires were received and later the data was complied and drafted.

The questionnaire was given to each individual consisting of questions related to their study. The questions were related to selection of the Research Topic, Role of the supervisor, Institutional support, Time and Format. There were nineteen close ended questions whereas one question was open ended by the end of the questionnaire in order to seek suggestions from the students to bring improvement in planning and implementation.

Results and Discussions

With help of questionnaires the following statistical data was collected which reflects on problems of the amateur researcher in the field of English Literature and Linguistics at Post-graduate Level in Pakistan. The major problems have been highlighted so that future researchers can be facilitated in their research process and they may be provided with motivation and high determination to produce quality researches in the field of English Language, Literature and Applied Linguistics. With the help of this research, the problems in the areas of planning and execution have been highlighted through different sections of the questionnaire.

Problems in Selection of Research Topic

One major problem new researcher encounters is selection of a researchable topic. In the Department of English at NUML, Islamabad the students are free to make selection of research topics either in the Literature or Linguistics as areas of specialization. Therefore, the first question in questionnaire was set to find out if they had to face difficulty in selection of topic or not. According to the statistical data, 70 percent of the students found it difficult to select the research topic. They were of the opinion that due to lack of knowledge about the library resources and non-cooperation of the library management, they had to spend a plenty of time in selecting and refining of the research topics.

The second question was formulated to clarify their means of selection of topics. According to data 40 percent students then took help from their supervisors in selection and rest of them selected the topic using electronic devices and search engines present on the internet which required refinement.56.6 percent were able to find a topic related to the field or genre in which they were interested in. Once the broader area of research was finalized, they had the problem of narrowing it down.53.3 percent of the students had to spend a lot of time in finding areas which were under researched in their areas of study.

Table 1

(Problems while selection of a Research Topic)

S. No	Question statement	Response			
		Yes		No	
		No.	%	No.	%
1	Did you feel difficulty while selecting a topic?	21	70%	9	30%
2	Did you choose your topic according to your supervisor's desire?	12	40%	18	60%
3	Did you select your topic according to your own interest?	17	56.6%	13	43.3%
4	Did you feel difficulty while narrowing your topic?	14	53.3%	16	46.6%

Role of the Supervisor

The role of the supervisor is very important. He/She guides the students to produce quality research. Research whose reliability and validity can be proved. It tends to promote better thinking and truth revealing knowledge. Every student requires some kind of expertise from the supervisor in terms of planning and execution of the research plans.

Selecting a supervisor is a big problem for the new researchers as they are not familiar with the faculty trained in the areas in which they are interested in. Due to frenzied routine, the teachers find difficulty in teaching and guiding the students. According to the survey, 66.6% researchers found it difficult to find supervisors who could guide them in the areas they were interested in because of the reasons mentioned above. The researchers were also asked about the guidance they received from their supervisors. The results indicate that more than seventy percent of the students were not satisfied with the guidance they received from their supervisors. They opined that supervisors did not give them sufficient time for discussions and meetings were arranged during their class timings. So they had to miss their classes for the other courses to finish that task. They suggested that there should be some free self-study slot for them during the semester or it should made part of the next semester when only research is required to complete. Another question was related to feedback

they received from their supervisors. According to the survey, 73.3 percent received feedback from their supervisors on their research work which is a good sign and kept the research work going on.

Table 2

(Problems during selection of a Research Supervisor)

S. No	Question statement	Response			
		Yes		No	
		No	%	No	%
5	Did you face difficulty while selecting a supervisor?	20	66.6%	10	33.3%
6	Were you satisfied with the guidance provided you by your supervisor?	8	26.66%	22	73.33%
7	Did your supervisor provide you with feedback on your work?	22	73.33%	8	26.6%
8	Did your University provide you supervisor?	11	36.66%	19	63.33%

Institutional Support

Institutional support is the moral support you receive from the institution you are enrolled in. Your Research In-charge, your supervisors, the faculty, class fellows while conducting your research. Therefore, certain questions were asked in the questionnaires regarding the support they received from their surroundings.50 percent students could utilize some time with the research in-charge and more than fifty percent were satisfied with the instructions or guidelines for writing the report given by their supervisors. There class fellows tried to help them as long as they could and the knowledge they had about research. According to the survey, Maximum researchers were dissatisfied with the access they had to the library resources. They suggested that the university library should be updated and students at the post-graduate Level should have access to the Digital Library at the university.

Table 3

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(Problems related to institutional Support)

S. No	Question statement	Response			
		Yes		No	
		No	%	No	%
9	Did your subject teacher support you in conducting your research?	15	50%	15	50%
10	Did your supervisor give you guidelines regarding procedure and format of research report?	19	63.33%	11	36.66%
11	Did your class fellows cooperate with you while you were feeling difficulty?	15	50%	15	50%
12	Were you satisfied with the library resources provided to you?	7	23.33%	23	76.66%

Time and Financial issues

The estimated time for submission of the academic research report is six month. Majority of the students thought it to be insufficient for the research work. Secondly, they felt very uncomforTable while doing research work along with five other courses at the campus. In the survey they were also asked if wanted another semester for it and majority considered it to be an expense on their shoulders. Although, they did not require any serious kind of financial support during research work.

Table 4

(Problems related to time and Financial issues)

S. No	Question statement	Response			
		Yes		No	
		No	%	No	%
13	Do you think, six months duration for conducting a research is sufficient?	9	30%	21	70%

14	Did you feel comfortable doing research along with five other courses?	8	26.66%	22	73.3%
15	Do you think research should be in the fifth semester after completion of course work?	10	33.33%	20	66.66%
16	Did your study require any financial support?	2	6.66%	28	93.33%

Formatting

Formatting and referencing of the research work is always a big issue for the new researchers at Post-graduate Level. Although proper written handouts are provided to the students for formatting yet it is very difficult for them to apply on their research. This act makes the research task tedious and boring .Although a one day workshop was organized in the Department for the students at Postgraduate level but they found it insufficient for them. They suggested that similar workshops should be organized at least for the week once a semester. The results have been displayed after the descriptive analysis in Table 5.

Table 5

(Problems related to formatting)

S. No	Question statement	Response			
		Yes		No	
		No	%	No	%
17	Did you feel difficulty while formatting your thesis?	18	60%	12	40%
18	Did you feel difficulty while understanding instructions given for your research report?	16	53.33%	14	46.66%
19	Did workshop help you in understanding different aspects of thesis especially?	14	46.66%	16	53.3%

Conclusion and Recommendation

Through this study we have been able to find out the problems encountered by the students at Post-graduate Level at National University of Modern Languages, Islamabad, Pakistan. According to the current study, Students feel hesitant in doing research because they find difficulty in searching for the topic and finally they have to choose the topic of their supervisors' choice. The Second biggest difficulty they face is how to narrow down their topic. Due to lack of resources, it becomes really hard for them to conduct research and gather data. Third problem is availability of insufficient time for research. The results show that majority students think that it should be part of the fifth semester or should be optional course rather than studying with the five other courses. It becomes really difficult for them to conduct research and attend classes at the same time. Although research workshop is arranged by the departments for them once a semester but students think it to be insufficient for them and more training sessions may be provided for better understanding of the research process especially regarding formatting and citations. They also believe that motivation is an important element during the research. If your family and supervisor support and encourage you, it raises the morale of the researcher and initiates an urge to work harder and harder.   Though this study was conducted to bring out the problems faced by researchers but there are many aspects which remained unanswered and further researches can be conducted in those areas.

Pakistan is a developing nation. In order to remain accustomed with the norms and trends of the Modern world, it needs to remain in touch with the modern means of research and development. English Language can help serve this task to bridge this gap. The research in the field of English Linguistics and Literature can only be made advanced only if the stress factors are reduced and positive reinforcement is provided to the students. Through proper funding and learning facilities like provision of internet, printing facilities etc. better research can be done and the conception that universities prefer teaching more than research will be reduced.

Especially being part of teaching faculty and being a researcher, I believe that the negative factors causing hindrance in research programs can be reduced if we study the problems encountered by the Supervisors and Research In-charges at different levels of research process. The

faculty can also be provided with training to produce trained supervisors in the field of Literature and Linguistics who can provide expertise in particular areas of research .Further elaborated research workshops should be organized at the university campus for the researchers and supervisors in order to accustom them with modern research methods and techniques involved in research. Moral support, assistance and concentration of facilities are matters of wise planning and execution which can improve the quality of researches at Post-Graduate level not just in Pakistan but indicating the problems may help the research In-charges to facilitate novices in the planning, execution and drafting of the research reports.

With the help of this research, we can easily understand different problems faced by novices not just working in English literature and linguistics but also other areas of research in the field of social sciences such as Education, Mass Media, and Advertising International Relations. Novice researchers in all discipline do face problems in planning and execution. The areas researched in this study are common to all kinds of researches. All scholarly inquiries require careful selection of topic, guidance and support from research experts and social and academic institutions. They have to fulfill the fundamentals of research. In brief, all novice researches have to learn to answer all the WH questions. For example: What is going to be done? , Who is going to provide guidance and support? , What will be the procedure or method to be adopted?, How much time does the research requires?(Ellis and Levy, 2009).   One important thing that is revealed through the results is that you can never learn to do research unless you try it. Practice improves the way researchers take on the problems that require improvement. Ashleigh Brlliant said, "Nothing we can do can change the past, but everything we do changes the future". In order to promote, new researchers should be guided in terms of topic selection, formation of hypothesis, acknowledge assumptions, limitations and delimitations and should encouraged so that that research can be effectively used in finding out the problems in various areas of the society and hence making the life style better.

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Parental Attitude towards Girls' Higher Education: A Case Study of Pakistan

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Abstract

This study was conducted to investigate the attitude of parents towards girls' higher education. The objective of the study was to investigate the significance of girls' education according to their parents. The population of the study was comprised of an independent sample of female students enrolled in higher education in a rural area of Chakwal District. The sample comprised fifty students from post higher secondary education. There was only one institution of higher education for women in the sample area that was selected to collect data from students of B.A and B.SC. A closed ended questionnaire was used as a tool of research and descriptive statistics were used for data analysis. The results indicated that parents have a very supportive attitude for the education of their daughters and they consider higher education is necessary for their daughters.

Keywords: Parents attitude, girls, higher education, situational analysis, Pakistan

Introduction

Parents are the unchallenged stakeholders in the lives of young people in Pakistan. They play a critical role in socializing their children and passing to them essential information and life skills. Parents decide about the future of their wards, especially about their educational career. Women are the segment of our society and their lives mostly depend on parental decisions before marriage and after marriage they depend on their

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life partners. This situation is more critical in rural areas. The decisions like education and marriage are mostly taken by their parents.

The important functions of higher education includes research, development of civic duties and public solidarity, through which it contributes to attain sustainable economic development and creation of a tolerant society (Government of Pakistan, 2009-a). The amplified involvement of women in higher education assists, to improve not only the possibility of their employment but also their worth of life. In this regard, UN secretary general Kofi Annan (2005) stated, "without achieving gender equality for girls in education the world has no chance of achieving many of the ambitions like health and social development that targets it has set for itself". Higher education for women plays a fundamental part in the advancement and progress of any nation and consequently in the development of women. Higher education facilitates women in two ways, it enables competent women to become effective leaders in society and let them to be a role model for younger girls (Yasmeen, 2005). Berggren (2006) expressed that women's participation in higher education at the end of 1978 was 57% and during that decade a slight increase in women involvement in higher education was also observed.

Education also improves women's status by increasing their earnings. Amin and Kuenning (2001) describes in their study that parental attitude towards their daughters' education is positive because they believe that women education will increase their value in the marriage market.

Higher level of women education usually leads to higher level of income source for women (Stromquist, 2001). Education is considered a most important economic asset for the country and educational loss of women every year stand for 10 to 20% decline in girl's prospect income. So countries could increase per capita economic income by about 0.3% per year or 3% in the next decade if they accomplish equivalence in girls and boys enrollment (Global compaign for Education,2005). Through education, women can enter employment field and thus inturn solve her financial problems (Sharma, 2005).

Bradley, (2000) stated in his study of developed and developing countries, that in developed countries, women enrolment in higher education institutions has increased and gender equality in higher education is raised up to 50%. He further revealed that in some of the developed countries

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like United States, more women have access to higher education as compared to men.

Situational Analysis of Education in Pakistan

The National Educational Policy, 2009 has cited the article 38 (d) from the constitution of Pakistan which illustrated the vision of education in Pakistan as equally accessible to all citizens irrespective of gender, caste, creed or race (GoP, 2009-b).

An imperative function of higher education in Pakistan is to conduct research on various issues. Through research, higher education contributes in sustainable economic and social growth. In Pakistan, equiTable access to higher education has always been a dreadful challenge. Even significant rise in women access to higher education from 2.2% in 2002 to 4.7% in 2008, of 18-23 year age group have been noted but it remained below as compare to India (7%) and Malaysia (12%) (GoP, 2009-c). Iqbal (2011) cited Pakistan's educational statistics 2007-2008 which declared that total participation rate at higher education is 741, 092 having male enrolment rate at 54 % whereas female enrolment rate is 46%.

In Pakistan girls' higher education situation is more awful as their retention rate in higher education is much lower than boys (Iqbal, 2011). However during the year 2008, 54% male students and 46% female students were entered in higher education in Pakistan (GoP, 2009).

Educational realization of women in Pakistan is amongst the lowest in the world. 75% rural women drop out at primary level of education. There are only 3 percent of rural 12 years old girls who continue their education. In this way female contribution in all levels of education is lower than those of boys (Qureshi, 2003-2004).

Hashmi, Zafar and Ali, (2010) explored the the reason behind the attitude towards women' higher education is that rural society is termed as honor based society, as they perceive that higher education enables women to stand against the decisions of the head of family. The study further revealed that women who get higher education take decisions by their own of choosing a life partner and deciding for the job and the head

of household take this kind of attitude as rebellious attitude and suggest limiting the education of girls.

On the basis of the above discussion, it is concluded that parental attitude towards girls' higher education is needed to be further discussed and studied especially in the context of Pakistani society. Therefore, the present study is designed to investigate the positive or negative attitude of parents through girls' perception with the help of a closed ended questionnaire. It is anticipated that this study would be helpful to pinpoint issues related to girls' higher education and to develop interventions to handle the problem effectively in the higher education system of a developing country like Pakistan.

Research Questions

The purpose of the research study was to investigate the parental attitude towards their daughters' higher education. In order to get the conception of attitude of rural parents toward their daughters' higher education, the research study attempted to give answers to the following research questions:

1. What is the importance of girls' education according to their parents? 2. What type of contribution, rural parents have in their daughters' higher education? 3. Do parents take into consideration the gender, financial, cultural and religious based reservations while making decision for their daughters' education? 4. What kind of changes their parents expect to see in their daughters after getting higher education?

Methodology

This study was descriptive in nature, and quantitative approach was applied for the analysis of numerical data. In order to collect primary data, a locally developed questionnaire with the closed ended items was used. The scale which was utilized for the response of questionnaires was 5 Likert scale. The questionnaires addressed to following categories. (1) Importance of Women Education (2) Gender Specifications (3) Financial Resources (4) Cultural and Family Traditional Patterns (5) Religious Values (6) Women Education and Development

The population of this study consisted of the girls students enrolled in higher education from the area of District Chakwal. The sample comprised of 50 students from post higher secondary education. There was only one institution of higher education in the sample area that was selected as sample to collect data from students of post higher secondary level. Convenient sampling technique was applied in the research in order to collect primary data. In order to determine the content validity of the tool, three different experts' opinions were taken on its validity. The experts were from higher education and all three were holding PhD degree. Changes were made in the questionnaire while under taking their suggestions. In order to ensure the internal consistency of the tool, Pilot study was conducted and results were analyzed through the SPSS software. The results of the analysis showed .890 Alpha Coefficient Reliability for the questionnaire. This meant that tool was highly significant and reliable to collect data.

Data Analysis

Data collected through questionnaire was interpreted through Tables in which percentages of the respondents were described. Through descriptive analysis percentages were further discussed. Some of the statements in the categories were negatively scored and reverse scoring was applied on them. The scores were reversed in negative statements as giving 1 Score to strongly agree, 2 agree, 3 uncertain, 4 disagree and 5 to strongly disagree.

Questions	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.Your parents allow you to be enrolled in higher education	50%	36%	2%	12%	0%
2.Your parents have a supportive attitude for higher education	68%	26%	0%	6%	0%
3.They give attention on your education	42%	42%	0%	16%	0%
4.Your parents are contributing important role for your education	64%	28%	0%	8%	0%

5. Your educational achievements are acknowledged by your parents.	66%	34%	0%	0%	0%
6.Your parents encourage you to go and get higher education at distant areas	42%	34%	2%	16%	6%
7.You have a right to decide about your education	54%	34%	0%	10%	2%
Average	**55%**	**33%**	**1%**	**10%**	**1%**

Table 1: Importance of Women Education

There are seven questions in Table 1 and out of 350 responses, 55% are in strongly agree and 33% are in agree while there are only 1% respondents are uncertain. Only 10% responses disagreed with the statements and meanwhile there are only 1% respondents who strongly disagreed. So the overall results of Table 1 indicated that majority of the students agree that their parents understand the importance of education for girls.

Table 2: Gender Specifications

Questions	Strongly Agree	Agree	Uncertain		Disagree	Strongly Disagree	
1.Your parents allow you to get higher education in co-educational institutions	20%	22%	2%		30%	26%	
2.Your parents have equal educational preferences for you and for your brother	52%	28%	0%		20%	0%	
3.Girls are provided same opportunities as boys to get higher education	52%	36%	2%		10%	0%	
4.Your parents expect you to contribute more to the household work	26% 5	32% 4	16% 2	3	22%	4%	1
Reverse scoring of the above statement							
5.Your parents spent equal money on the education of yours and your brother	72%	18%	2%		8%	0%	
Average	**40%**	**25%**	**4%**		**20%**	**11%**	

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Table 2 deals with gender based reservations which illustrate that gender based differences are also prevailing in our society as we are living in patriarchs set up, in which males are dominating while females are subordinating them. However the result of Table 2 shows that out of 250 respondents 40% are strongly agreed and 25% agreed with the statements. This illustrates that students do not face any kind of gender based differences in the education. While, 30% responses disagreed and 26% strongly disagreed on the statement that their parents support them to gain education in co-educational institutions. This means that they consider only single sex institutions accepTable for their daughters. 20% respondents disagreed with the statements and 11% strongly disagree. Hence, overall results illustrated that the people who do not agree that males and females should get equal educational preferences and opportunities are very few in number and majority of people believe to give equal opportunities to their children to get education irrespective of their gender.

Table 3: Financial Resources

Questions	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.Your educational expenses are happily paid by your parents	74%	16%	0%	10%	0%
2.You are given enough money to fulfil your educational needs	56%	32%	0%	12%	0%
Average %	**65%**	**24%**	**0%**	**11%**	**0%**

Table 3 sited to another factor that can become a stumbling block in girls' education i.e. Financial Resources. Literature shows that inadequate availability of financial resources also effects parental decision to get their children enrolled in higher education. Results of Table 3 indicate that out of 100 responses 65% strongly agree and 24% agree that their educational expenses are happily paid by their parents. Only 11% responses disagreed with the statements. Majority of the students believe that their parents have a supportive attitude in terms of financial concerns related to their education.

Table 4: Cultural and Family Traditional Patterns

Questions	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.Your family has positive attitude for your higher education	38%	40%	0%	16%	6%
2.Your family traditions support girls' education	34%	30%	0%	34%	2%
3.Your parents believe that you will follow family traditions while getting higher education	30%	44%	4%	16%	6%
4.Educated women are encouraged to share their opinions and ideas in your family	40%	40%	4%	14%	2%
5.Your family gives	36%	44%	0%	16%	4%

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importance to your suggestions and opinions

Average %	**36%**	**40%**	**1%**	**19%**	**4%**

Table 4 deals with the statements related to the extended family attitude and culture of the area which are directly and indirectly affecting the attitude and decisions of the parents related to their daughters' education. Table 4 has 5 questions and out of 250, 36% respondents are strongly agreed and 40% are agreed that means their culture and family traditions are in favor of women education and higher education is considered very important for women. 1% responses are doubtful while 19% responses disagreed and only 4% strongly disagreed. Majority of responses show high results related to the optimistic and encouraging attitude of family and culture about the higher education of the girls.

Table 5: Religious Values

Questions	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.Your parents believe that only religious education is necessary for girls **Reverse scoring of the above statement**	8% 5	16% 4	8% 3	64% 2	4% 1
2.Your parents consider that Islam support women participation at all levels of education	70%	30%	0%	0%	0%
3.Your family takes education for girls as religious obligation	46%	36%	0%	14%	4%
4.Your parents think that you can offer your religious duties more devotedly by getting higher education	38%	48%	6%	6%	2%
Average %	**40%**	**45%**	**3%**	**9%**	**3%**

The area of the study has a very diverse religious background and beliefs of the people are deeply rooted in the religion. Table 5 shows that out of 200 responses, 40% are strongly agreed and 45% are agreed with the statements this shows that their parents believed that Islam highly support girls' education at all level and higher education enables them to understand their religion with its full spirit. There are 3% responses that are unclear about the situation and 9% responses disagreed and 3% strongly disagreed. However majority of respondents answered that their parents believe that Islam support girls' education at all levels without any ambiguity and their parents also take their education as a religious obligation.

Table 6: Women Education and Development

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Questions	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.Your parents believe that higher education of the girls can improve their social status	64%	36%	0%	0%	0%
2.They accept that higher education of the girls can make Positive effects on family's economic condition	34%	56%	0%	10%	0%
3.In opinion of your parents higher education can bring positive changes in your life	58%	42%	0%	0%	0%
4. Your parents think that higher education provides opportunities to utilize your abilities and potentials.	44%	54%	0%	2%	0%
5.Your parents consider that highly educated women have enough	50%	44%	2%	4%	0%

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opportunities for employment					
Average%	**50%**	**46%**	**1%**	**3%**	**0%**

Table 6 is related to women education and development which is based on the concept that higher education makes possible women access to prosperity. Research studies shows that higher education can bring economic, social and moral development of women in all phases of life. In this perspective, findings in the Table 6 shows that 50% respondents strongly agreed and 46% are agreed with the statements of the questionnaire. Only 3% responses are disagreed. In this way result obtained from students indicates that parents who think that higher education can bring development in their daughter's life are in majority.

Results and Discussions

The findings of this study showed positive result as students agreed that their parents give importance to their education. The results indicated that even in rural areas the stereotyped mind of people about the education of their daughters has been changed. This changing mind setup of the people is a positive step to eliminate gender discrimination from the educational system and through this it will gradually eliminate gender discrimination from every field of life. Results of the study are almost the same with the study done by Ali and Buzdar (2011) in tribal areas of Dera Ghazi khan. The major findings of the study were that parents had a positive attitude for their daughters' education.

Moreover, the results showed that parents think that higher education brings changes in social and economic status of women as majority of students (96%) agreed respectively, gives an evidence for their parents' highly positive attitude for their higher education. These results are also supported with the study conducted by Amin & Kenning (2000) on Bangladeshi villages and findings of their study were that mostly parents in the villages educate their daughters because girls' education is valued in marriage market and it also enhances their economic status.

The results are in contradiction with the results of Nelson (2006) survey on parents in and around Rawalpindi city as in his study he illustrated that parents mostly favor only religious education in contrast of liberal education and they are not ready to accept any education sector reforms. However, these results are supported by the research study conducted by Yasmeen (2005) in which it was concluded that higher education has brought awareness in women about their rights and responsibilities, empowerment and leadership qualities. This study was done on students and female teachers of Pakistani universities.

Findings of this study also revealed gender differences in the educational matters of girls as 31% student respondents agreed that discrimination is being made with them in this regard. Overall majority of respondents showed that parents did not practice gender based discrimination in the education of their daughters.

The results of the study are quite contradictory with the results of the study done by Sriparna Bose and Sunita Bose (2009) in Indian rural areas. The findings of the study encompassed that in rural areas parents prefer to educate sons. The reason behind their particular experience is that in Indian traditions the son of the family is perceived as the one who will continue the family name and he will take care of parents in their old age as he is the bread winner for the family. Overall results indicate that parents are willing to spend money on their daughter's education as 89% respondents agreed that parents happily meet the expenses of their daughters' education. The findings of this study illustrated that with the average of 76% student respondents strongly agreed that their family, culture and traditions support women education. The findings revealed that people in majority believe that their cultural, traditional and family norms support female education. Results also indicate that the majority of parents have a liberal attitude for their daughter's higher education.

The result of the study supports the research findings of the study conducted by Hashmi, Ali and Zafar (2010) in rural areas of Punjab (Pakistan). The results of the study showed that girls belonging to families where the head of the family has a conservative mind set up had lower level of educational achievements as compared to the girls who belonged to a liberal family background and therefore the educational attainments of the girls who belonged to these liberal families are higher.

The result of study showed that most of parents (85%) were in favor of liberal Islamic concept of education. This shows that parents believed that Islam highly supports female education at all levels and they take women education as religious obligation. Findings of the study were supported by Abbas (2003) study in which he discussed that educational attitude and experience of South Asian young women is affected by domestic, religious and cultural norms and values. The results showed that South Asian women had supportive parental attitude for their education and their religious values also hold up their education specifically Islam has a strong bond between education and religion. As Islam make it obligatory for every men and women to get all levels of education irrespective of their gender. The present study provided significant findings regarding parental attitude towards girls' higher education. Further studies can be conducted on the correlation of parental literacy and their daughters' education.

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Enhancing Quality of Higher Education through Information and Communication Technologies

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Abstract

The study focused upon a sea change of initiatives taken by HEC to address the knowledge gap or "digital divide" in the holy period of seven years. Swift and simultaneous promotion in research publication originated by these initiatives was also assessed in this paper. Some salient features of its ICTs policy were establishment of Pakistan Education and Research Network (PERN), PERN 2, National digital Library (NDL), Pakistan Research Repository (PRR), Video Conferencing facility, Combating Plagiarism and ICT ranking of universities. To develop and bring the higher education institutions at par with international standards and best possible utilization of ICT in higher education, HEC has launched ICT ranking process in Pakistani universities. As a result of these revolutionary initiatives, research output has been increased sharply and approached to enviable 300% increase in international publications in the modest period of seven years. Recently, Pakistan has been awarded 'rising star' status in five fields: the maximum fields for any country, from an internationally reputed publicizing house, Thomson Reuters in its publication 'science watch' survey (www.sciencewatch.com). The above prestige, swift and consistent increase in publications is result of gigantic and dedicative efforts of HEC for the promotion of higher education in Pakistan through its robust ICT policy.

Key words: Digital Divide, Higher Education, ICT Policy, publications, Quality education

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Introduction

The 21st century, the age of information and globalization is undeniably the age of information technologies that have taken over all fields of human activity, particularly education and training. Globalization evolved with the emergence of global (market) economy and it is often attributed to the rapid development of new information technologies and their supporting infrastructure (Field and Fegan, 2005). In education, it has been used as slogan for recent activities at institutions of higher education throughout the world. It is a process, which assimilates different systems and allows geoTableical boundaries to disappear in knowledge creation and its dissemination. (Teichler, 2002)

Over the past decades, globalization has now become a new world order. Globalization promotes the development of productive forces, scientific and technological progress, and economics of scope by collaboration in design and production across borders, and improves communication among peoples and countries (UNESCO, 2005). A better globalization is the key to a better and secure life for people everywhere in the 21st century (Halonen and Mkapa, 2004) and no nation can escape from globalization. Every nation has to face its consequences. Globalization is no longer an option, it is a fact. Developing countries have either to learn to manage it far more skilfully or simply drown in the global cross currents (Mahbubul Haq quoted by Ishrat).

Unless the quality and outreach of education, training, skills, literacy, health status are significantly improved, Pakistan will remain handicapped in maximizing the benefits of globalization (Husain and Sajjad, 2008). In this situation an inclusive strategy is necessary to cope with knowledge base economy in this global era especially for developing countries because there is also a school of thought that claims that the result of globalization benefits those with more financial leverage, meaning rich nations, at the cast of the poor. (UNESCO, 2005)

Higher education in Pakistan needs special considerations for the establishment of knowledge base economy; otherwise the situation will be degrading. The technological improvement of any nation brings her at the threshold of advancement as given below.

Table 1: Export Performance

S.No.	Country	1960	2012	Rank in 2012
1	Pakistan	0.16	21	47
2	Thailand	0.43	195	19
3	Malaysia	1.23	199	17
4	Korea	0.03	466	5
5	China	2.79	1578	1

Source: WTO Statistics (International Trade Statistics 2012) & HEC Annual Report2002-2003

The Table indicates that Pakistan's exports were (16 US $) about 5times times of Korean exports (0.03 US$) in 1960 but in 2012 Korean's exports (466 US$) were about 22 times of Pakistan's exports (21 US$). Similarly Malaysian, Thai's and Chinese economies have done wonderful progress in these 50 years. Similarly, Chinees exports were about double to Pakistani exports in 1960 but now Chinees exports are 75 times more than Pakistani exports and China is now leading exporter of the world. The reason is clear that those countries have given prime importance to education and technology. Drastic increase in their economies is due to their realization of value to knowledge and technology which can be gauged in the Table (2) below. Korea has invested a huge amount (2.6 US$ of GNP) on education especially on vocational, science and engineering, tertiary education and R&D during these 43 years while Pakistan's low export performance is due to low priority to education and technology(.2% of GNP). This situation helped Korea to enlist in top ten in the world regarding Network Readiness Ranking.

Table 2: Educational, Economical and technological Development

S.No	Characteristics	S.Korea	Thailand	Pakistan
1	The Networked Readiness Index 2013 Ranking	11	77	102
2	Human Development Indicator (2005)	12	103	146
3	Expenditure on Research and Development (% of GDP 2000-05)	2.6	.3	.2
4	Internet users (per 1000 people	684	110	67

	2005)			
5	Tertiary students in science, engineering, manufacturing and construction (% of tertiary students)	40	---	24
6	Availability of latest technologies (World Ranking 2013)	24	82	93
6	GDP per Captain (ppp US$, 2005)	28731	7722	2566

Source: WTO Statistics (International Trade Statistics 2003), Human Development Report 20072008 & 2013(UNDP) and Global Information Technology Report 2007-2008 & 2013.

Information and communication technologies cover another very important aspect of education, which is quality of education. Information and communication technologies have rich potential for facilitating the teachers and students. ICTs based programmes and services have increased the quality of education. According to Jung (2005, p.5), "Most of the institutions have introduced information and communication technology (ICT) based programmes and services in pursuit of quality improvement and expectations". Similarly Ranta (1994) described that these technologies enhanced the quality of education by improving curriculum, standard and research facilities. Information and communication technologies provide a means for qualitative improvements to the formal educational system, a system which has lost much of its credibility in Third Word Countries because of irrelevant curriculum, low standards and lack of resources". Information technology has revolutionized every field of life and global requirements of education like education for all and quality education etc. can be met through the maximum provision and optimum utilization of information and communication technologies. The capacity and the possibilities offered by ICT in improving socio-economic life are almost limitless. Hence there is need to fully integrate ICT in education to exploit its potential to overcome any challenges to expansion of quality education. (GOP, 2007). The Government of Pakistan has realized the pivotal role of ICTs in education which can be visualized in these words, "The investment in information technology infrastructure and its network will bring our

institutions of higher education on the world map". (Education Policy, 1998-2010).

In the light of National Education Policy 1998-2010 a comprehensive strategy was developed for the proper integration of ICTs in education. The National Information and Communications Technology (NICT) Strategy contains the following six elements:

- Use ICT to extend the reach of educational opportunity.
- Apply ICT to strengthen the quality of teaching and educational management.
- Employ ICT to enhance student learning.
- Develop complementary approaches to using ICT in education.
- Build on the current experiences of existing and successful ICT programmes.
- Develop capacity at the federal and provincial department of education levels. (GOP, 2003)

The Higher Education Commission (HEC) was established in 2002 to develop, improve and uplift the higher education in Pakistan according to the global requirements of 21st century. Since its inception HEC is determined to meet the challenges offered by the information age (HEC Annual Report 2004). ICTs have the potential role in the new knowledge-society; so ICTs will be utilize in Pakistan as a force for capacity building and ultimately economic development. Huge amount is being spent for the maximum provision of ICTs to all universities and degree awarding institutions.

Current Initiatives and Achievements

In the last five years HEC has launched of a sea change of initiatives. Among them some significant measures like hiring of foreign faculty, PhD indigenous fellowship programme, six monthly foreign research programme, linkage of universities indigenous as well as foreign universities, establishment of PERN-1 and 2, digital library, Pakistan Research Repository, ICT ranking of the universities, university-industry linkage programme, faculty development, reforms in curriculum, facility of video conferencing to the universities, educational conferences and

tenure track system etc. have fundamentally altered the higher education landscape to face the global competition.

The Annual Report (2004-05) of HEC reflects that "The numerous efforts of the reform process to revitalize institutions into world-class seats of learning and research have injected an influx of scholars into institutions through various programmes. The increased research activity is complemented by the provision of high quality ICT services and infrastructure to deliver educational services to institutions across the country".

Pakistan Education Research Network (PERN)

Research is the key to advancement in knowledge and to develop and improve research environment in Pakistan's educational system especially in higher education sector establishment of PERN was a revolutionary step taken in 2004 (HEC Annual Report, 2006-07). Its main purpose was to interlink all universities and degree awarding institutions, registered with HEC (HEC Annual Report, 2004-05).

Initially 11,000 scientific journals were provided for access to the researchers which were increased to 25000 electronic journals and 45000 e-books. In 1997 ninety seven universities were connected with it. The total bandwidth was increased from 155 Mbps to 310 Mbps at 50% cost reduction and the equipment was also shifted from XXX system to DRS system to increase research work 45 MB downlink was finalized (HEC Annual Report, 2004-05). This project provides opportunity of access to International Ocean of electronic knowledge.

PERN 2 was launched in 2007 to strengthen PERN and it aimed to provide gigabit connectivity to all higher education institutions in Pakistan. Through this mega project more than 100 times enhanced bandwidth will be provided to all universities as compared to present bandwidth (HEC Annual Report, 2006-07).

National Digital Library

National digital library (NDL) programme of the Higher Education Commission (HEC) is the corner stone of its information and communication technology (ICT) strategy which was launched in January 2004. It is a part of PERN. The vision of the digital library programme is

to meet the information requirements of the higher education and research sector in Pakistan by providing access to high quality scholarly information based on electronic delivery. It is playing fundamental role to address the knowledge gap or "digital divide" between Pakistan and developed countries. More than 25,000 journals and 45,000 e-books from 220 international publishers are being provided for research purpose. Hundreds of scholars are going abroad for presenting their research papers in different educational conferences. Article downloading and publication rate is increased dramatically after the establishment of digital library. In 2004 approximately 10000 full text articles were downloaded while downloading count exceeded 1 million in 2005 and this count increased sharply and reached over 2 million at the end of 2006. (Amina, 2006 and HEC Annual Report, 2006-07).

Pakistan research repository (PRR)

Another key initiative to promote open access to scientific literature, facilitate national and International knowledge sharing to promote the international visibility of research conducted in Pakistani universities, HEC has launched the Pakistan Research Repository. More than 1500 PhD and 50 M.Phil theses are available online in high-quality digitized format. Further 200 theses have been digitized and are in process of being uploaded onto repository and made available through the web. (HEC Annual Report 2006-07).

ICT Ranking of Universities

For best possible utilization of ICT in higher education, HEC has launched ICT ranking process in Pakistani universities. The objectives of this programme are as follow:

- To develop and bring the higher education institutions at par with international standards.
- To define the levels of development of standards-complaint, websites, network architecture.
- To provide and implement standards to access the information worldwide. (HEC 2005-06, p. 45).

University –Industry Technology Support Programme (UITSP)

In this knowledge base economy, technologically advanced countries are enjoying repuTable status in the world. Realizing the prime importance of linkage between technology and industry HEC has initiated University-Industry Technology Support Programme (UITSP) which is an important step towards fostering high level of tangible cooperation between academia and industry for the sake of capitalizing on emerging international demands for products and processes in discrete and continuous manufacturing in order to contribute to national economy. (HEC Annual Report, 2005-06).Most important feature, Funding support has been offered by HEC to initiative projects in which both industry and universities collaborative, through a matching grant scheme. These grants provide for a funding ratio of 20% industry and 80%HEC support towards the development of new research ideas. (Achievements of HEC, July 2004-June2006)

Enrolment

A few years ago, the total number of students in higher education was about 2.6% for the age group of 17-23 which was very low and Pakistan ranked amongst the worst in the world in higher education enrolment ratios, as compared to China, Malaysia, Thailand and Korea. (GOP, 1998-2010 and HEC MTDF, 2005-2010). Enhancing accessibility and participation in higher education and provision of increased opportunity to FA/FSc graduates to attend universities is an important goal of Higher Education Commission. (HEC, 2007). The figure below indicates the Pakistan's worst position of enrolment amongst other countries, in the previous years and then improved position after given special emphasis on increasing enrolment.

Table 3: Enrolment in Higher Education

S.No	Country	2002	2003	2004	2005	2009
1	Korea	83	87	89	90	100
2	Thailand	39	40	43	43	46.2
3	Malaysia	26	29	32	32	37.5
4	China	13	15	19	20	24.3
5	Pakistan	3	3	3	5	5.4

Source: USAID database-2008, Human Development Report 20072008 & 2013 and Global Information Technology Report 2013

Researchers

Researchers explore the hidden truths of nature and open new vistas of this universe to the human beings but unfortunately due to our own negligence same like the enrolment the number of researchers was also very low as compared to other nations. In 2002 the total number of researcher per million people in the country was about 72 but this number is swiftly increased and reached up to 162 after the establishment of HEC within one decade which can be seen in the figure below.

Table 4: Number of Researchers per Million

S.No	Country	Researchers
1	Finland	7647
2	Iceland	7428
3	Denmark	6390
4	Singapur	5834
5	Norwey	5504
6	Japan	5189
7	Sweden	5018
8	Korea	4947
9	USA	4673
10	China	1199
11	Malaysia	365
12	Thailand	316
10	Pakistan	162

Source: Human Development Report 2013 (UNDP)

Publications

Number of research publications in the international reputed journals indicates the quality of research and quality of education. Universities impart knowledge and produce knowledge through research and research play vital role in the socio-economic development of the country, strengthening infrastructure, training of highly qualified manpower and improving the quality of higher education (Isani and Virk, 2005).

HEC (higher education commission) has launched several research facilitative programmes to promote research in Pakistani universities i.e. indigenous scholarships, research projects, research grants, best utilization of ICTs and international linkages which resulted in sharp increase in research output after decade of stagnation. (HEC Annual

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Report 2005-06). Allocation of grant for research purpose is enhanced by 474.47%for the promotion of research in Pakistan. (HEC Annual Report, 2002-03).

Table 5: Number of Publications

Sr.No.	Years	Publication	Increase	
			Number	**%**
1	2001	460	----	---
2	2002	815	355	77
3	2003	948	123	15
4	2004	1038	90	09
5	2005	1306	268	26
6	2006	1759	453	47
7	2007	2494	635	36
8	2008	3640	1146	46
9	2011-12	5317	1677	46

Source: HEC Annual Report 2005-06

The Table: 5 indicates that research output has increased sharply over the past five years especially 47% and 46% increase in 2006 and 2008 respectively. The percentage of publications has been doubled from 2001 to 2002 and likewise 26 % increase from 2004 to 2005. This swift and consistent increase in the count of publications is result of measures taken by HEC for the promotion of higher education in Pakistan. In this achievement facility of ICTs especially the digital library played discriminative role as users access to 25000 international journals and 45000.ebooks provide opportunity to voyage in the ocean of knowledge. This is encouraging situation but the number of publication may be magnified as this count is far behind to our neighbours and regional partners.

Conclusion

The 21st century is the age of information and communication technologies. These technologies have spawned new hopes and expectations equating the academic opportunities to all. ICTs have promoted international connectivity and competition of academia and these technologies have opened new horizons of global interactions. These technologies are being used all over the world right from (functional)

literacy level to higher education level. Students can learn at their own pace from their homes and work place interacting and participating in networked learning environments. Incorporation of ICTs has created digital divide between developed and developing countries and poor countries are facing more problems than rich countries. These technologies have produced knowledge base economy and high competitive environment. In fact, the present world scenario proves to a great extent "survival of the fittest". In this situation, to keep at par with global standards Higher Education Commission was established in 2002.HEC took revolutionary initiatives to boost up higher education sector in Pakistan. HEC has given top priority to the provision and utilization of information and communication technologies for the promotion of higher education. Utilization of ICTs has played discriminative role in elevating the quality of higher education in Pakistan. Paper publication and presentation is increased radically. For the first time in Pakistan's history three universities succeeded to enlist in world's top 600 universities and doubtless to say, this is the golden era in Pakistan's Higher Education. As a result of these initiatives in higher education in Pakistan, the nation is trying to grab the track of development.

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The Impact of Accreditation on the Quality of Teacher Education Programs

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Abstract

Quality education has become synonymous with economic & socio-cultural development of any nation. This role of education is very well accepted in all societies. The growth of Educational Institutions in Pakistan complimented with an increase of the private sector has set a stage for a wide range and types of education. The heterogeneous student's population, particularly in higher education has made it obligatory, to establish systems to ensure the quality of their education and programs. The education and its quality are directly related to the quality of instruction by the teacher in the class. Teacher plays most crucial and significant role in educating a society. It is rightly said that "no system of education can be better than its teacher". Ensuring the quality of teacher education is therefore imperative for an effective and efficient education system. Serious and consistent efforts are needed to improve the quality of teacher education in our country on priority bases. "Because the qualitative dimension of teacher education programs have received only marginal attention resulting in mass production of teachers with shallow understanding of both the content and methodology of education". (National Education Policy 1998-2010, p47).

Keywords: teacher education, role of NACTE, accreditation, quality education

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Introduction

The international context indicates that many countries have initiated specific measures to improve the quality of teacher education, like program accreditation, licensing and certification. We in Pakistan have also initiated certain specific actions & mechanisms to ensure the quality of teacher education.

Higher Education Commission (HEC) being responsible for the quality assurance has established National Accreditation Council for Teacher Education (NACTE) as an autonomous body, through a Federal Government notification in the gazette of Pakistan, Extra August 30, 2007 Part (111) vide No. 10-25/HEC/A&C/2004/2517 dated December 6, 2006, to ensure the quality of teacher education.

NACTE's mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional internal and external academic evaluation for accreditation and also extend quality support to facilitate teacher education institutions in their capacity building efforts on self improvement basis.

NACTE is authorized to evaluate the quality of the teacher education programs offered by all public and private sector colleges and universities, including the institutions offering the programs under affiliation/collaboration with foreign Universities with the approval of HEC. The accreditation of all the graduate and post graduate teacher education programs is mandatory under rules.

NACTE has developed a Conceptual Frame Work and seven National Accreditation Standards, Accreditation Procedures and Tools for evaluation of the teacher education programs to ensure their quality through accreditation. The Conceptual Frame Work (CFW) is a minimal requirement of accreditation. All the seven standards are stated as ideal proposals that need to be met through long-term improvement planning. The standards reflect different elements and each element is further divided into indicators which are stated in measurable terms. The indicators express what the program evaluation intends to measure.

A pilot study was conducted in April –May, 2010 in 30 teacher education institutions across the country that offered 43 B. Ed and M. Ed

programs. The data was collected through the use if NACTE tools from 43 programs. The data was analyzed to decide the benchmarks for different levels of accreditation, but it also provided the than existing status of the programs against the National Accreditation Standards and Conceptual Framework. By the end of 2013, thirty four programs which were part of the pilot study got formal accreditation from NACTE. Present study was designed to compare the status of these programs against the national accreditation standards to see the impact of accreditation on program improvement, after three years.

Objectives of the Study

- To see the impact of accreditation on program improvement.
- To identify the most improved standards of accreditation.
- To compare the standard wise percentage of qualified indicators between pilot and formal accreditation of Teacher Education Programs.
- To compare the improvement made by the programs offered by the Universities and affiliated colleges against National Accreditation Standards.
- To compare the improvement made by the programs offered by the Public and Private Institutions against National Accreditation Standards.

Methodology

The study was designed to see the impact of accreditation on the quality improvement of teacher education programs. The data from 34 B.Ed. & M.Ed. programs offered by public and private colleges and universities, which was collected during the pilot study in 2010, was compared with the data of same thirty four programs of those institutions, collected for formal accreditation in 2012-13, to see the difference of results in accordance with the National Accreditation Standard for Teacher Education Programs. Analysis of the data was made and percentages of qualified indicators of all standards were calculated and compared accordingly to see the difference between the piloting and formal accreditation status. The tabular and Tableic presentation of the analyze data follows:

Table: 1 STANDARD WISE COMPARISON OF QUALIFIED INDICATORS PERCENTAGES OF PILOTING AND FORMAL ACCREDITATION OF B. ED & M. ED PROGRAMS

Standards	B. Ed.			M.Ed.		
	Piloting	Formal	Diff.	Piloting	Formal	Diff.
CFW	28.6	99.2	71	35	100	65
Curri. & Inst.	28.6	48.3	20	24.9	46	21.1
Ass. &Evl.	18.3	45.4	27	21.4	43.3	21.9
Infra. &Resur.	31.8	67.3	36	25.3	71.3	46
HR	16.5	51.5	35	17	54.3	37.3
Fin.&Mang.	33	56.3	23	35	59.7	24.7
Res.	9.2	14.4	5	5.6	20.2	14.6
Comu. OutRch	29.4	30.4	1	28.3	33.3	5

Table 1 shows significant difference between the piloting and formal accreditation data of programs. Improvement was observed in all the standards and conceptual framework. The improvement in CFW was highest. Improvement between 41% to 20% was observed in standards relating to Infrastructure, HR and Assessment & Evaluation and Finance & management and curriculum & Instruction respectively. Comparatively less improvement was seen in standards about Research & Community outreach which ranged from 9.5% to 3%.

CFW= Conceptual framework
Curri. & Inst.= curriculum and instruction
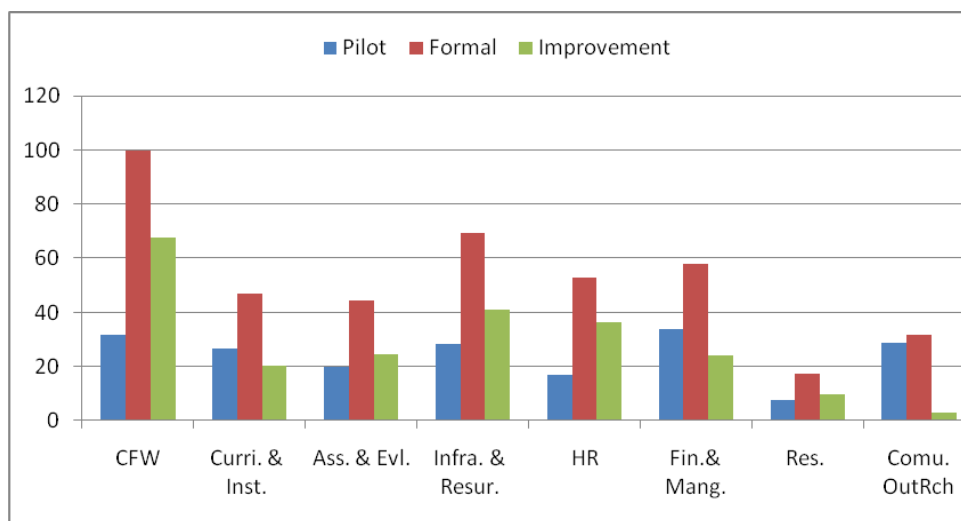Ass. &Evl.= assessment and evaluation
Infra. &Resur= infrastructure and resources H
HR= human resources
Fin.&Mang= financing and managing
Res.= resources
Comu. OutRch= community outreach

CFW: **68%**,   Infra. & Res. **41%**
HR **36%**   Ass.& Evl.**24.5%**
Fin.& Mng.**24%**   Curr.& Ins. **20.4%**
Res. **9.5%**   Comu. & outrch.**3%**

**Table: 2 STANDARD WISE COMPARISONS OF QUALIFIED
INDICATORS PERCENTAGES OF PILOT AND FORMAL
ACCREDITATION OF COLLEGES AND UNIVERSITIES
PROGRAMS**

| Standard | B.Ed. | | | | | | M.Ed. | | | | | |
| | Colleges | | | Universities | | | Colleges | | | Universities | | |
	Pilot	Formal	Diff.	Pilot	Formal	Diff.	Pilot	Formal	Diff.	Pilot	Formal	Diff.
CFW	17.8	100	82.2	36.2	100	63.8	13.5	100	86.5	36.5	100	63.5
Curri. & Inst.	22.9	50.8	27.9	32.6	46.6	14	25.7	42.4	16.7	24.8	46.3	21.5
Ass. &Evl.	9.9	43.3	33.4	24.1	46.9	22.8	13.8	27.6	13.8	22.2	44.8	22.6
Infra. &Resur.	28.2	67.2	39	34.2	67.4	33.2	5.3	42.1	36.8	27.5	74.2	46.7
HR	7.9	46	38.	19.5	55.3	35.	5	47.4	42.	18.3	55	36.

93

		1			8			4			7
Fin.&Mang.	25	54.6	29.6	38.6	57.5	18.9	25	39.3	14.3	36.1	61	24.9
Res.	4.8	6.3	1.5	11.1	21.1	10	0	0	0	6.2	22.2	16
Comu. OutRch	21.4	35.7	14.3	35	35.6	.6	0	50	50	31.5	31.7	0.2

Table 2 indicates significant difference between the piloting and formal accreditation data of programs offered by colleges and universities. The heights percentage of improvement was again observed in CFW. The descending improvement percentage of the accreditation standards for the universities was Infrastructure, HR, Ass. &Evl., Fin. & Mang., Curr. & Inst. followed by Res. & Community development. whereas, the standard wise descending improvement percentage of standards differed for the colleges. It was HR, Infr. & LR. and Ass. & Evl., Curr. & Inst, followed by Fin. & Mang.   Research & community outreach remained the weakest standard for colleges and universities respectively.
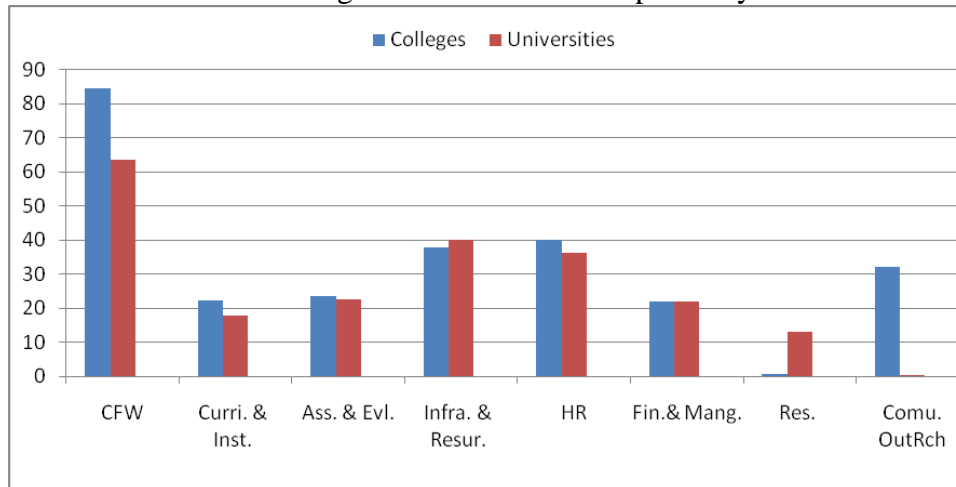
CFW: 84.5&63.6%

Infra. & Res. 37.7&40%

HR 40.2&36.2% Ass.&Evl. 23.6&22.7%

Fin.& Mng.22&21.9%

Curr.& Ins. 22.3&17.7%

Res. .75&13%

Comu.& outrch.32& .4%

Table: 3 STANDARD WISE COMPARISONS OF QUALIFIED INDICATORS PERCENTAGES OF PILOT AND FORMAL ACCREDITATION BETWEEEN PROGRAMS OFFERED BY PUBLIC AND PRIVTE INSTITUTIONS

Standard	B.Ed.						M.Ed.					
	Private			Public			Private			Public		
	Pilot	Formal	Diff.	Pilot	Formal	Diff.	Pilot	Formal	Diff.	Pilot	Formal	Diff.
CFW	29.2	100	70.8	28.5	99.1	70.6	43.7	100	56.3	32.8	100	67.2
Curri. & Inst.	26.7	46.2	19.5	29	48.8	19.8	31.4	47.6	16.2	23.2	45	21.8
Ass. &Evl.	21.8	51.7	29.9	17.5	44.1	26.6	15.5	54	38.5	22.8	39.2	16.4
Infra. &Resur.	24.6	63.2	38.6	33.3	68.2	34.9	21.1	63.2	42.1	26.3	74.3	48
HR	26.7	57.6	30.9	12.1	50.2	38.1	27.5	59.3	31.8	14.4	52.5	38.1
Fin.&Mang.	42.9	59.5	16.6	30.9	55.6	24.7	42.9	61.9	19	33	58.9	25.9
Res.	3.7	18.4	15.1	10.3	12.7	2.4	5.6	20.3	14.7	56	13.9	-42.1
Comu. OutRch	44.4	50	5.6	26.2	26.2	0	25	55.6	30.6	29.2	25	-4.2

Table 3 indicates significant difference between the piloting and formal accreditation data of programs offered by public and private institutions. The CFW got heights percentage of improvement both for the programs offered by public and private institutions. The descending improvement percentage of the accreditation standards for the programs offered by public institutions was Infrastructure, HR, Fin. &Mang., Res., Ass. &Evl., followed by Curr. & Inst.& Community & outreach. whereas, the standard

wise descending improvement percentage for the programs offered by private institutions was different from public institutions. It was Inf. Ass. &Evl.,HR, Curr. & Inst., followed by Community Outreach Fin. &Mang. and Res.
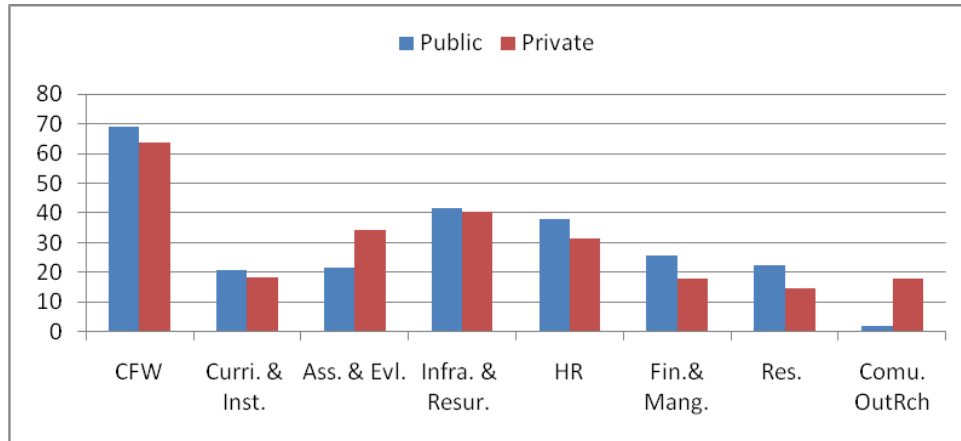
CFW: 68.9&63.5%   Infra. & Res. 41.5&40.3%   HR 38.1&31.4%Ass.&Evl. 21.5&34.2%
Fin.& Mng.25.8&17.8%   Curr.& Ins. 20.8&18.2%   Res. .22.5&14.8%Comu. & outrch.2.1& .18%

Results

- The program accreditation by NACTE had positive impact on program improvement as the percentage of qualified indicators increased for each accreditation standard
- The most improved standard was Conceptual Framework, followed by Physical Infrastructure & Learning Resources, Human Resource & Management (St. # 3 & 4)
- Moderate improvement was made in Assessment & evaluation, Finance & Management and Curriculum & Instruction (St. # 2, 5 &1)
- Research & Community Outreach standards were comparatively less improved
  (St. # 6 & 7)

- The accreditation standards i.e. CWF, HR, Infrastructure & Learning Resources, Assessment & evaluation, Curriculum & Instruction and Finance & Management
  (St. CWF, 4, 3, 2 1 & 5) improved almost equally for colleges and universities. There was negligible difference in improvement among these standards.
- The improvement percentage of accreditation standards on Research (St. # 6) was higher for universities as compared to colleges. Whereas on Community & Outreach standard (St. # 7) the universities did not show any improvement. The improvement percentage of colleges was much better than universities on this standard.
- There was negligible difference in improvement percentage of accreditation standards i.e. CFW, Infrastructure & Learning Resources, Curriculum & Instruction (St. # CFW, 3, 1) among programs offered by public and private institutions
- The improvement percentage of programs offered by public institutions was better than private institutions on HR, Finance & Management and Research standards
  (St. # 4, 5 & 6)
- The improvement percentage of programs offered by private institutions was better than public institutions on Ass. & evaluation, Community & Outreach (St.#2, 7)
- In standard 1 no improvement appeared in facilitating frequent classroom interaction during course delivery by teachers. The course outlines also did not improve, to provide websites and lists of recommended books of recent addition.
- In standard 2 it was observed that most of the programs did not improve on making and using the analysis of assessment data, for program, institutional improvement, quality assurance and enhancement.
- In standard 4 majority programs did not improve on implementation of incentive based strategies and having a performance based merit system and career path for teacher educators.

- In standard 5 most of the programs did not improve to implement an effective program of support services and co-curricular activities.
- In standard 6 the programs made comparatively low improvement on knowledge generation, publication and dissemination of research.
- In standard 7 the programs did not improve the interchange of professionals, services and resources with community for institutional and community development.

Recommendations:

- CPD programs particularly on teaching methods and strategies should be organized for teacher educators on regular bases for better classroom management and development of creative, analytical and critical thinking and positive classroom interaction.

- The analysis of all the feedback and programs should analyze assessment data should be made mandatory for improvement of program, institution, students learning and revision of curriculum.
- The programs must develop incentive based policies for students and implement performance based merit system and career path for teacher educators.
- Guidance, counseling, remedial placement and follow up services should be initiated at teacher education institutions for students along with physical facilities and co-curricular activities.
- Special efforts should be made to create and improve research culture in the institutions and involvement of community in outreach programs and institutional development.
- The TEIs must get all their programs accredited for quality assurance and quality enhancement.

Annex. A

List of Sample Teacher Education Institutions

Sr. #   Name of Teacher Education Institution

Sr. #	Name of Teacher Education Institution
1	Department of Education, University of Sargodha
2	Faculty of Education University of Sindh Hyderabad Campus
3	Hamdard University, Karachi
4	Hazara University, Dhodial, Mansehra
5	I.E.R Gomal University, D.I. Khan
6	International Islamic University, Islamabad
7	Karakorum International University, Gilgit
8	AJK, University, Muzaffarabad
9	University of Baluchistan, Department of Education, Quetta
10	University of Education, Lower Mall Campus, Lahore
11	University of Education, Johrabad Campus, Lahore
12	Elementary College Of Education for Women,Jutial Gilgit
13	RITE, Abbottabad
14	Govt. College of Education, Quetta
15	Community College of Education, Quetta
16	Govt. College of Education Mirpur (AJK)
17	Govt. College of Education, Sukkher
18	Notre Dame Institute of Education, Karachi
19	(PITE), Shaheed Benazir Abad, Nawabshah
20	Super Wing College, Gojar Khan
21	ANSI Mardan
22	FG Elementary College Skardu
23	GCET-Female Rawalakot

Studying Global Universities' Corporate Governance Models to Recommend a Prototype for Pakistani Universities

Khansa Naz[§§]

Abstract

The paper aimed to investigate global universities' corporate governance models in order to propose a prototype for Pakistani universities. To achieve the objective, the researcher explored problems faced by Pakistani universities and analyzed strategic plans, governance structures, codes of conduct, responsibilities, role description, principles of governance and evaluation techniques of the sample universities' corporate governance models. The research methodology was quantitative; as facts were studied as they existed in documents and on the websites of the universities. Data collection was made by the researcher herself via ticking "yes "or "no" on the items of tools. Data analysis was done by calculating the responses' percentage. Findings were derived from analysis. The recommended prototype includes seven parts, i.e.; strategy, governance structure, appointment of personnel, principles of governance, role description, codes of conduct and evaluation.

Introduction

The governance structure of public sector universities of Pakistan gives almost all powers to single authorities. According to almost all public sector universities acts, Vice Chancellor is the actual authority at every public sector university of Pakistan and he is not strictly accounTable and responsive to any one. A number of writers, i.e. Anwar (2005), Iqtidar (2002), Iqbal (2004), Mahmood (2009), Ullah(2005), Task Force on Improvement of Higher Education(2002) and World Bank country summary of higher education (Pakistan) have identified different problems, issues, limitations and shortcomings in Pakistani universities

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governance system which need to be addressed to improve the overall governance system.

Obaid (2006) has pointed out the weaknesses in higher education governance, as political parties interrupt the higher education governance. This situation makes higher education governing authorities responsive to the pressure groups. Quality higher education can not be the first priority in such situations, in which politics is involved for personal purposes. Market based education is ignored because of different barriers. There exists administrative and management structure for public sector universities of Pakistan, but mechanism for responsibility and accountability is not developed. The Governance of higher education in Pakistan, according to the task force report on higher education in Pakistan (2002), Anwar (2005) and Obaid (2006)is influenced during academic, administrative and financial functions by extraneous factors, and that transparency and accountability also lack in the system. An effort is needed to find out the root causes of different shortcomings and propose solutions for better higher education governance in Pakistan.

Literature review

Governance of higher education includes the management practices for higher education. Overall management of institutions which offer higher education can be referred to as governance of higher education.   Harvey, L.,(2004–11)considers that higher education governance combines four elements : 1) the internal working of the higher education institution) its relationships with external bodies including government) the maintenance of academic freedom and the critical role of higher education; 4)and the need to maintain and reinforce public trust in institutions.

The Wikipedia (as of 6 June 2009) includes the statements: Governance in higher education refers to the means by which higher educational (also tertiary or postsecondary) institutions are formally organized and managed. Simply, university governance is the way in which universities are operated.

The concept of governance for postsecondary education mainly refers to the internal structure, organization and management of autonomous institutions. The organization of internal governance is generally composed of a governing board (board of regents, board of

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directors), the university president (executive head, CEO) with a team of administrative chancellors and staff, faculty senates, academic deans, department chairs, and usually some form of organization for student representation. Higher education governance can simply be classified in the following way (Huisman, 2006):

1. **Governing bodies**: To determine the institution's future directions, another name for it may be board of trustees.
2. **Executive bodies**: To execute day to day activities in the institutions, consist of vice chancellor, registrar, rector etc.
3. **Academic bodies**: To execute advisory regarding academic matters within the institution, i.e. senate. The role of academic bodies may be only limited to academic affairs, as well, can be extended.

Lazzeretti & Tavoletti (2006) have analyzed different governance models in higher education. They claim that Clark's triangle model of coordination can not be set aside in discussing about models of higher education governance, as the three components, Clark(1983) described are as much important in this age as may be that time, i.e. state authority, the market and the academic oligarchy. The coordination of these three powers can assume the nature of the governance. Van Vught (1989) differentiated among higher education governance models on the basis of nature of control over the system of higher education. He divided higher education governance models into State control model and State supervising model. State control model is under control of the state, what will be taught, who will be appointed, what will be the rule of law etc; this all is under investigation of the state. However, the other model, the state supervising model, is relatively flexible in terms of all decisions, in the sense that state guides and supervises but does not interrupt or strictly implements the laws.

Lazzeretti & Tavoletti (2006) portray four models of higher education governance differing in nature. These models are: 1) Loose chief and practical control where financially autonomous free communities of masters and scholars, independent from the state authority govern the institutions. 2) Loose chief control and tight practical control involves tight practical control from national governments, and main freedom of academic personnel regarding programs, research and management of universities, with a belief system focused on the cultural

role of universities and not actually interested in their service function and relationship with external stakeholders. 3) Loose chief and practical control with a service belief, where, university institutions are mainly free to manage themselves and 4) Loose practical and tight chief control with a service belief system. In this model, universities have a service function. The national policy maker supervises the setting of goals, actual results and performance. National bureaucratic structure (that is the Ministry of Education) and universities are asked for elevated management skills and structures that are able to interact well. (Lazzeretti & Tavoletti, 2006)

Corporate governance is the set of processes, customs, policies, laws and institutions affecting the way a corporation is directed, administered or controlled. Corporate governance also includes the relationships among the many stakeholders involved and the goals for which the corporation is governed. The main stakeholders are the shareholders, the board of directors, employees, customers, creditors, suppliers, and the community at large. An important theme of corporate governance is to ensure the accountability of certain individuals in an organization through mechanisms that try to reduce or eliminate the main agent problem. Maize and McCool (2007) argue that globalization influences everything around us as the ideas and cultures of others become more integral to day to day existence. Global learning organizations are focusing on creating programs to identify and prepare specialized talent faster and more effectively. They claim that a new model is emerging to meet this challenge created by globalization, and it is new corporate university, integrating elements of formal and informal learning, development, management and support of performance. Mahmood and Nandita (2009) are of the view that shifts of production facilities in Asian countries, free trade, economic integration, and increasing globalization have driven the movement of corporate governance here. Maize and McCool (2007) argue that globalization influences everything around us as the ideas and cultures of others become more integral to day to day existence. Global learning organizations are focusing on creating programs to identify and prepare specialized talent faster and more effectively. Mahmood and Nandita (2009) are of the view that shifts of production facilities in Asian countries, free trade, economic integration, and increasing globalization have driven the movement of corporate

governance here. Simply, corporate governance means to take care of the demands and requirements of shareholders, as well as stakeholders.

Corporate Governance is characterized by administration and management in which every member is responsive and accounTable to the authoritative bodies, and the authoritative bodies are responsive and accounTable to each and every member. Accountability and code of conduct are compulsory for corporate governance. Wheeler (2005) is of the view that corporate governance is characterized by "focus" and "direction" in every aspect of governance. Roles and responsibilities of each of the members are exact and apparent. Their performances are evaluated periodically.

Universities of USA, according to Eckel & King (n.d) are governed by board of trustees, presidents, administrative officials and faculties. While, the universities of UK, according to CUC (2004), are governed by the senate, the court and the governing body. Universities of Pakistan, according to Anwar (2005) and Obaid (2006) are governed by Vice chancellors, while, the chancellor is the actual authority. Different bodies are the senate, the syndicate, the academic council, the selection board and financial and planning committees.

Statement of the Problem

Statement of the problem was: "Studying Global Universities' Corporate Governance models to recommend a Prototype for Pakistani Universities"

Study Objectives

Following were the objectives of the study:
1. To review existing university governance in Pakistan
2. To examine different models of corporate university governance of developed and developing countries
3. To analyze problems and issues related to higher education governance in Pakistani public sector universities
4. To recommend a prototype for Pakistani public sector universities' corporate governance

Research Design

Research was descriptive in nature, as the data was collected in descriptive form by studying acts of different Pakistani Universities as

mentioned below and analyzing documents of different corporate governance models and then their checking via ticking "yes "or "no" on the items of tools.

Data Collection

The researcher collected the data by deeply analyzing the different corporate governance models i.e. Leeds University, Harvard university, University of Mary Washington, Charles Strut University (CSU), University of Manitoba, Stanford University, University of California, University of Coimbra, Edith Cowan University (ECU), University of Central Lancashire (U CLAN), Bristol University, University of Canberra, and University of Balart keeping focus on the following aspects in the tools:

1. Strategy
2. Governance structure
3. Appointment of personnel
4. Principles of governance
5. Role description
6. Management codes
7. Evaluation

Data Analysis

The writer has analyzed the acts of randomly selected Pakistani universities by studying each and every component of the acts. These universities include University of Punjab, University of Sargodha, Gomel University, D.I.Khan, The Islamia University of Bahawalpur and University of Education, Lahore.
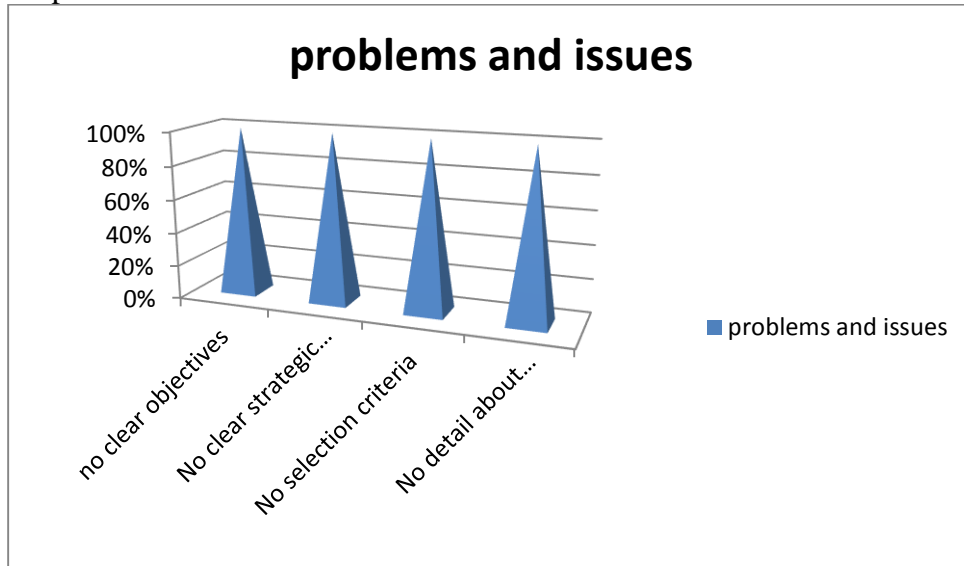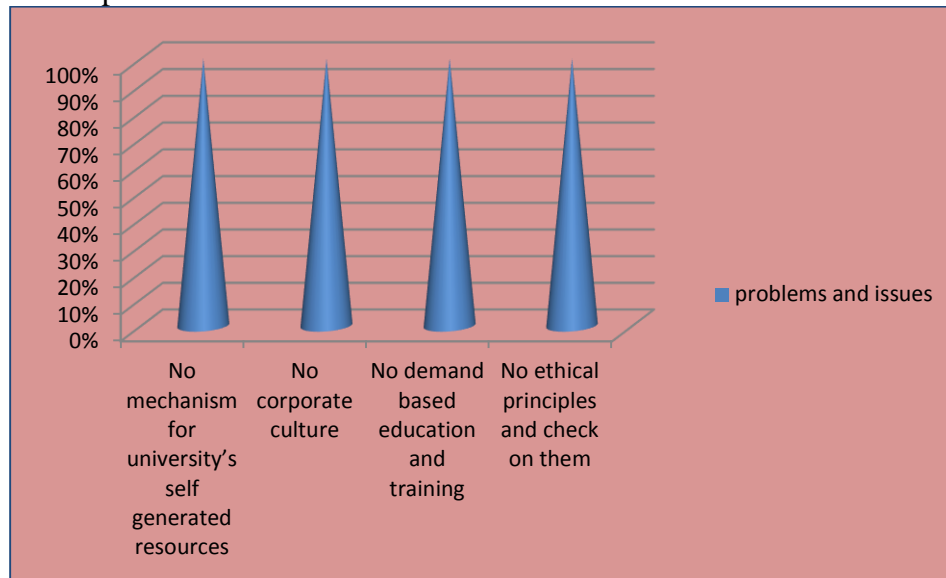
Graph No. 1:
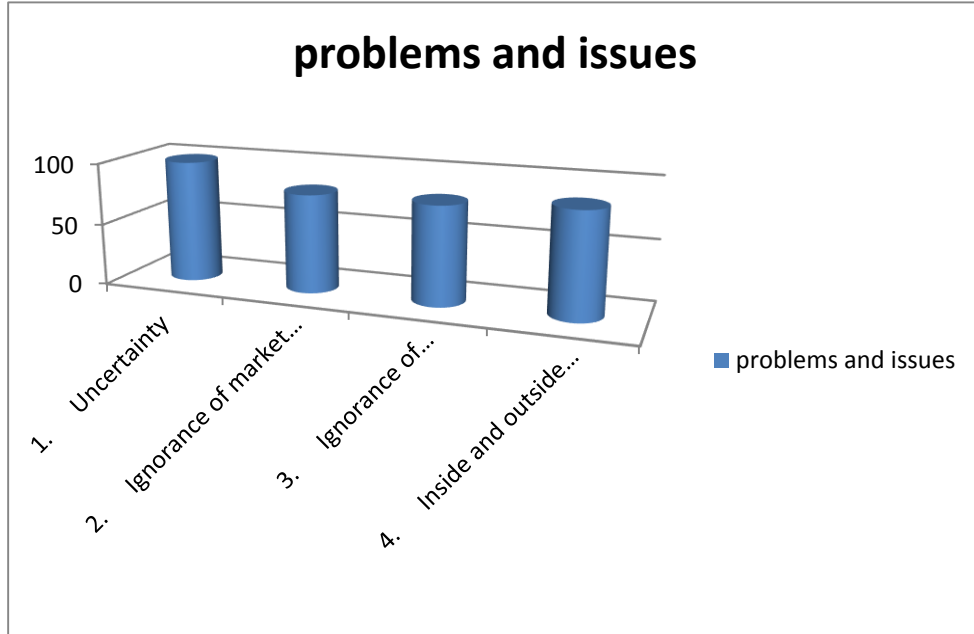
Graph No. 1 shows that almost 100% of Pakistani universities are facing problem of uncertainty, whereas, more than 80% universities are facing problem of ignoring market demands and capabilities of personnel. More than 4 out of 5 universities face inside or outside university pressure groups problem.

Graph No.2.
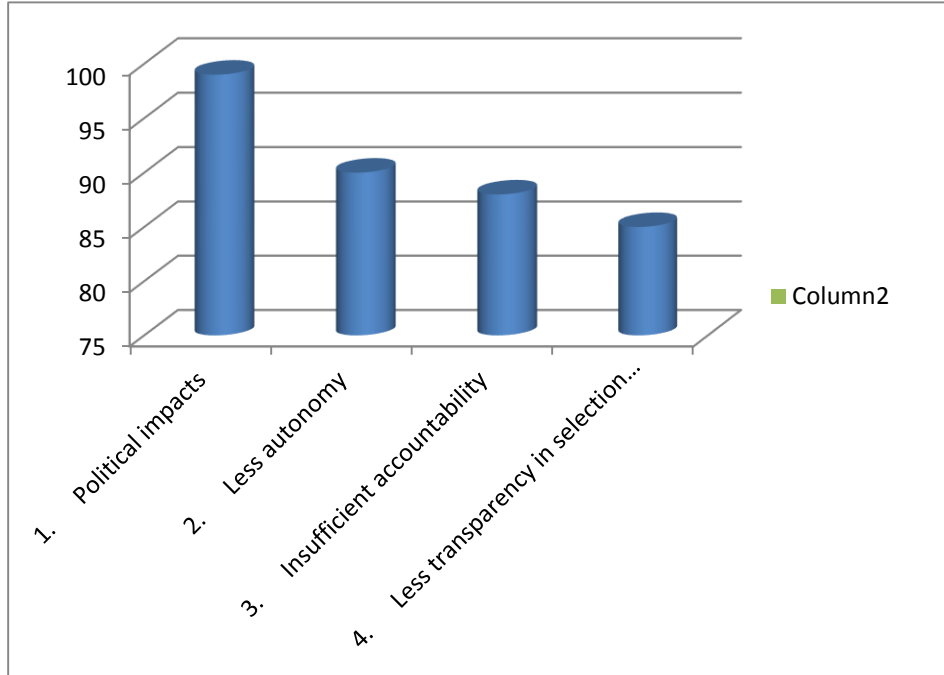
Graph No 2 shows that almost 100% of Pakistani universities are facing problem of political impacts, whereas, more than 80% universities are facing problem of less autonomy and insufficient accountability. More than 80% universities face less transparency in selection of personnel.

Graph   No. 3.

Graph No 3 shows that almost 100% of Pakistani universities are facing problem of political impacts, whereas, more than 80% universities are facing problem of less autonomy and insufficient accountability. More than 80% universities face less transparency in selection of personnel.

Graph   No.4.
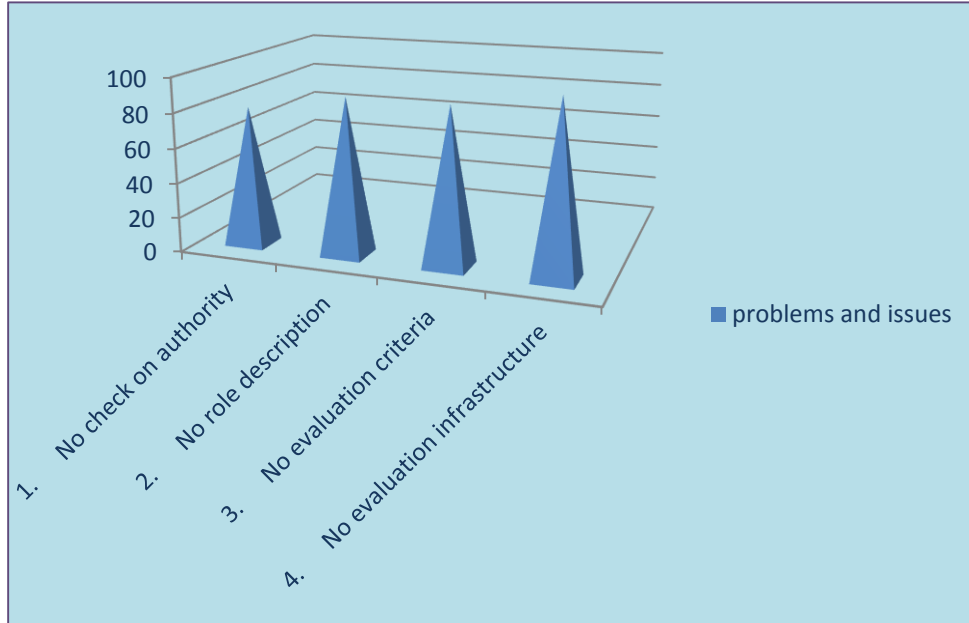
Graph No 4 shows that almost 100% of Pakistani universities are facing problem of political impacts, whereas, more than 80% universities are facing problem of less autonomy and insufficient accountability. More than 80% universities face less transparency in selection of personnel.

Graph 5.

Graph No 5 shows that almost 100% of Pakistani universities are facing problem of having no clear objectives. Above 90% universities have no description of clear strategic planning, no selection criteria and no detail at all about periodic reviews.

Graph   No. 6.

Graph No 6 shows that almost 100% of Pakistani universities are facing problem of no mechanism for university's self generated resources and no corporate culture. More than 95% universities have no demand based education and training and no ethical principles and check on them.

Analysis of different Corporate Governance Models

The researcher analyzed strategic plans, codes of conduct, responsibilities and role description of the sample universities, i.e. Leeds University, Harvard university, University of Mary Washington ,Charles Strut University (CSU) ,University of Manitoba, Stanford University, University of California, University of Coimbra, Edith Cowan University (ECU) , University of Central Lancashire (U CLAN), Bristol University, University of Canberra , and University of Balart . The analysis was made by focusing on the following aspects:

1. Strategy
2. Governance structure
3. Appointment of personnel
4. Principles of governance
5. Role description
6. Codes of conduct
7. Evaluation

Analysis of Corporate Governance Models' Strategy

The strategy of sample universities observing corporate governance was found as shown in Table No. 7:
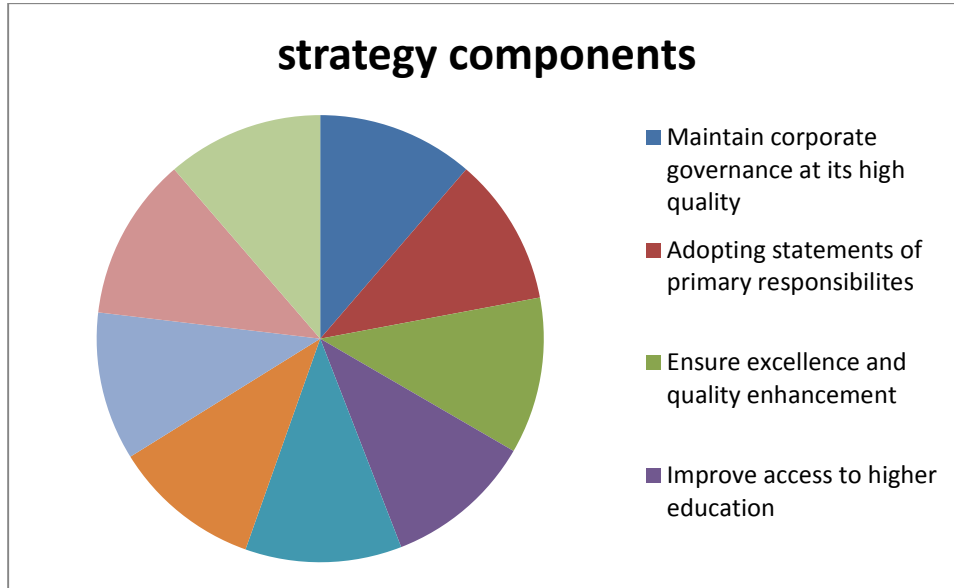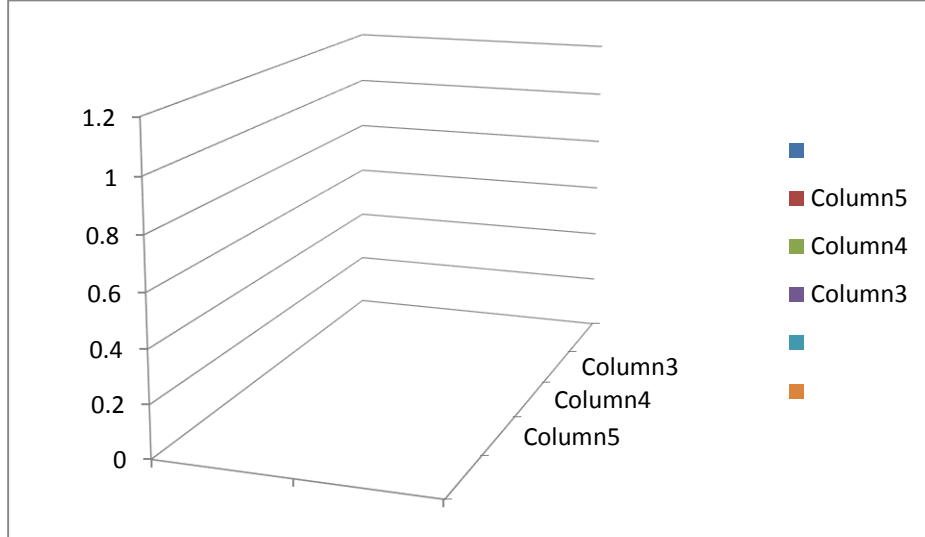

Table No.7 reveals that almost 95% Corporate Governance models were found to focus their strategy on maintaining corporate governance at its high quality. 90% Corporate Governance models were found to focus their strategy on adopting statements of primary responsibilites. Almost 95% Corporate Governance models were found to focus their strategy on ensuring excellence and quality enhancement and monitoring progress against agreed goals. Almost 90% Corporate Governance models were found to focus their strategy to improve access to higher education. Almost 95% Corporate Governance models made their strategy to improve research in their university. Almost 90% Corporate Governance models focused their strategy on engagement with industry and community**.** Almost 100% Corporate Governance models were found to focus their strategy on equity in access to higher education.

Analysis of Corporate Governance Models' Governance structure

In order to understand the administrative structure of corporate governance models, their governance structure was analyzed as shown in the Table below:
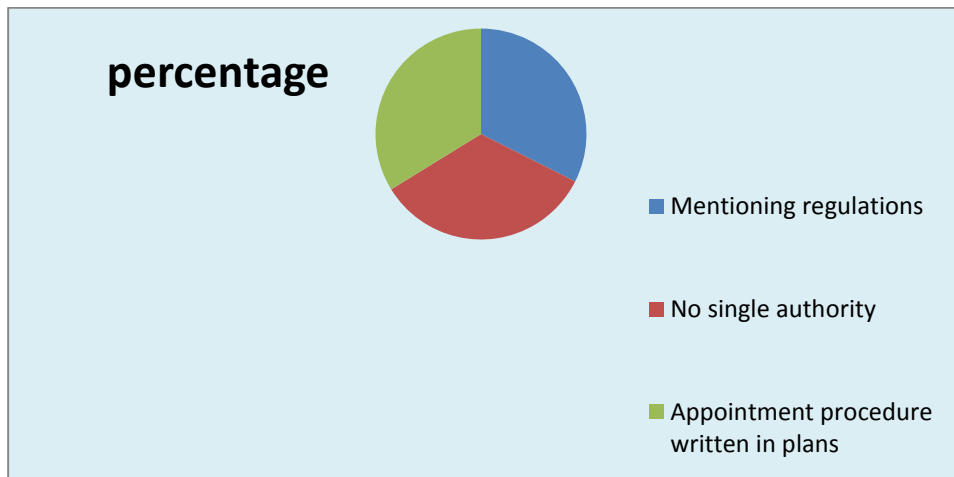
Graph no 8:

Graph   no 8 shows that governance structure of corporate governance models consisted of more than two to four bodies. The bodies varied in names, i.e. academic council, governing board, governing body, executive body, senate, board of trustees. The main element almost common in all the models is having more than three bodies in governance structure.

Analysis of Corporate Governance Models' ways of appointing personnel

The way of appointing personnel of sample universities observing corporate governance, was found as shown in graph no 9:

percentage

- Mentioning regulations
- No single authority
- Appointment procedure written in plans

Graph no 9 reveals that almost 100% Corporate Governance models were found mentioning their regulations concerning appointment of personnel. Almost 100% Corporate Governance models were found mentioning shared authority to select personnel. In almost 100% Corporate Governance models, appointment procedures were in detailed written form in the plans. Thus, three elements were found common.

Analysis of Corporate Governance Models' principles of governance

The following principles of governance were found in almost 100% corporate governance models, although the terms used for the principles, varied in some (30%) models: Resource management, Estate management, Human Resource management, Strategic planning, Monitoring effectiveness and performance, Finance, Audit, Equality, Diversity, Student unions, Health and safety. Table no 10 below is showing their percentage:
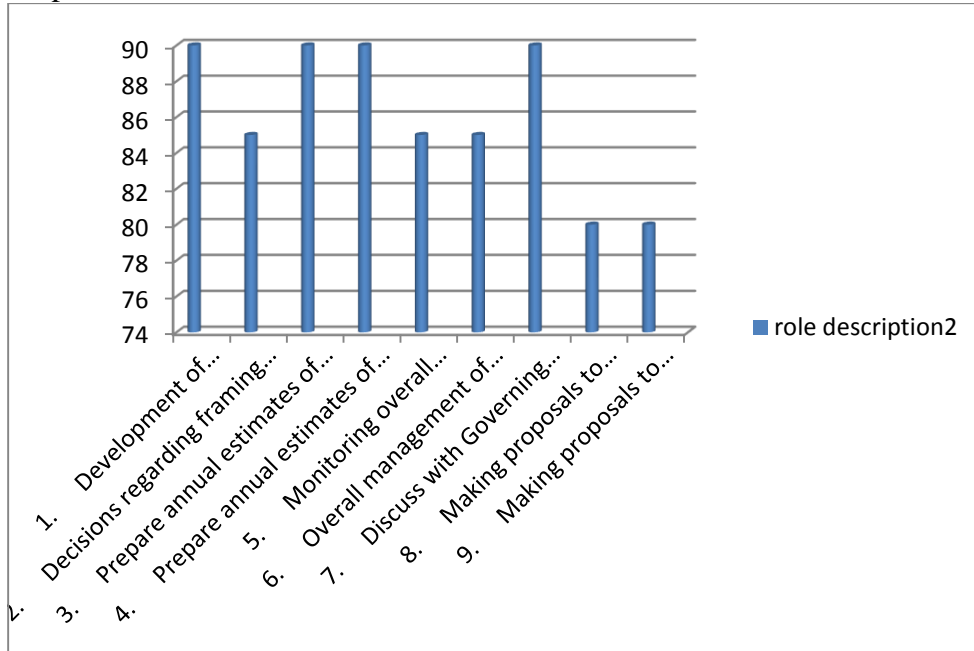
Graph no 10
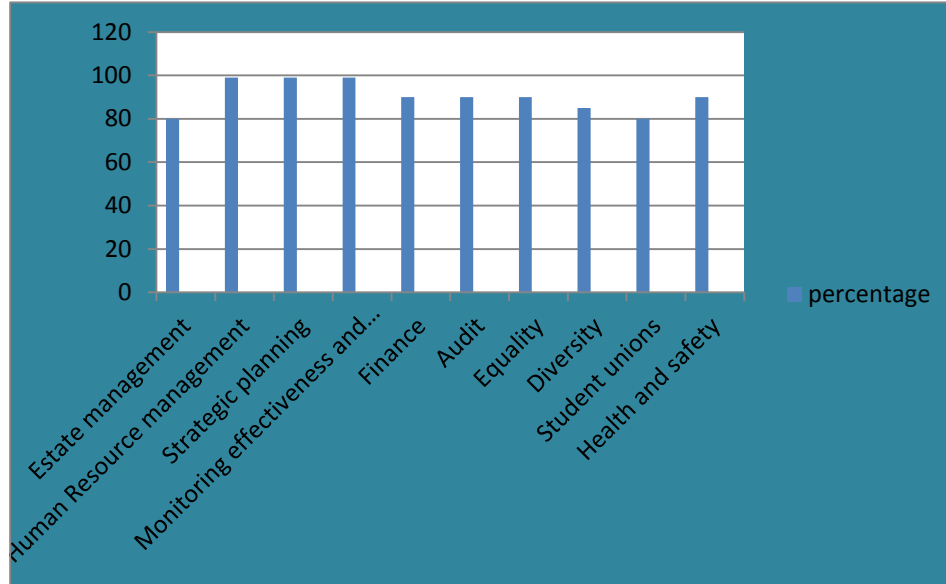
Analysis of role description given by Corporate Governance Models

All corporate governance models provided role description especially to governing bodies, academic bodies and executive bodies.

Role Description for Members of Executive Bodies

The following role descriptions were found in almost 100% corporate governance models, although the terms used for different roles, varied in some (35%) models, as shown in Table below:
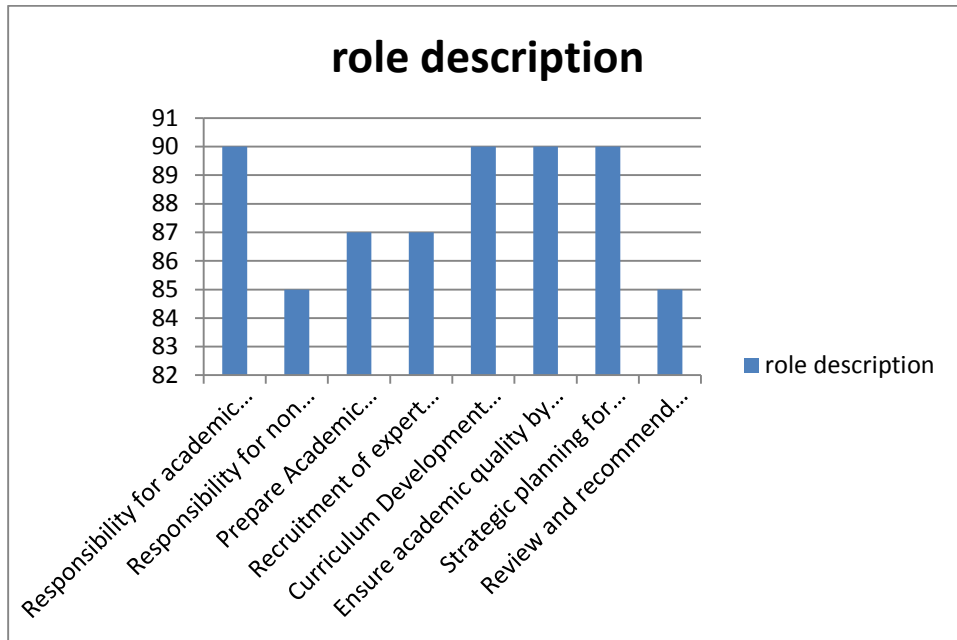
Graph no 11:

Graph no 11 discloses that role description allotted to members of executive bodies consisted of development of institutional strategy of the university, decisions regarding framing of statutes and regulations of university, prepare annual estimates of income of university in collaboration with governing bodies, preparing annual estimates of expenditure of university in collaboration with governing bodies, monitoring overall functioning of the university, overall management of corporate services, discussing with governing bodies and academic bodies on suggestions regarding future development, making proposals to governing bodies about mission of institution and making proposals to academic bodies about educational nature.

Role Description for Members of academic bodies

The following role descriptions were found in almost 100% corporate governance models, although the terms used for different roles, varied in some (35%) models as shown in Table 12 below:
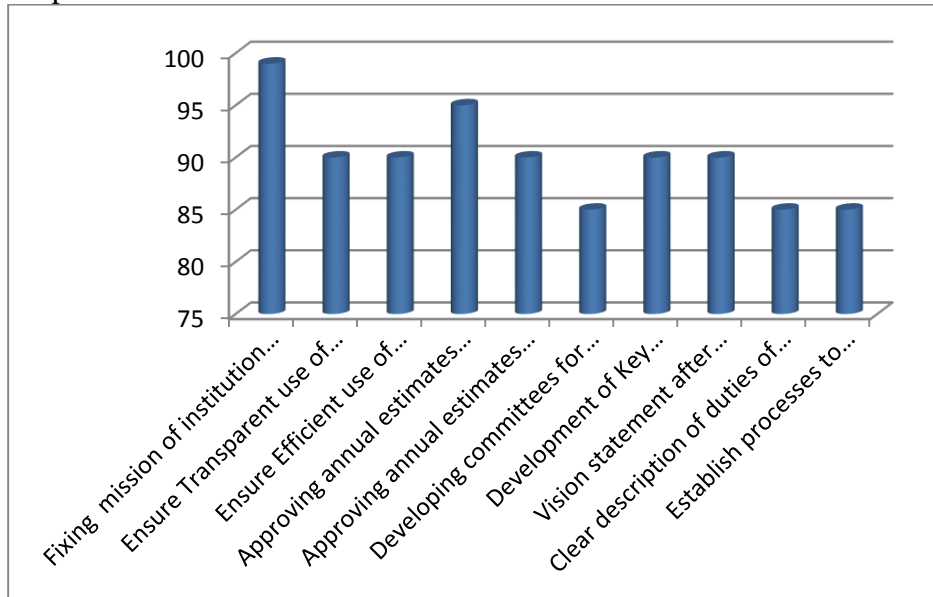
Graph no 12 illustrates that role description of academic bodies in the documents of corporate governance models included responsibility for academic and non academic matters of departments, preparing academic standards policy committee, recruitment of expert faculty, curriculum development according to set objectives, ensure academic quality by monitoring against set criteria, strategic planning for academics, review and recommend appointments, promotion and hiring of faculty

Role Description for Members of governing bodies

The following Table shows role descriptions as found in almost 100% corporate governance models, although the terms used for different roles, varied in some (40%) models:
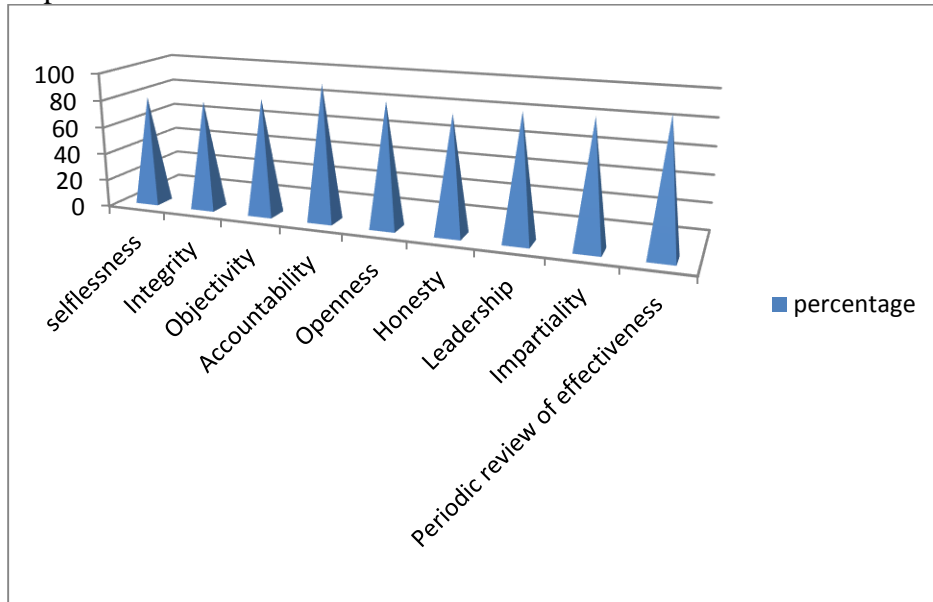
Graph no 13:

Graph no 13 discloses that role description mentioned for members of governing bodies included fixing mission of institution as suggested by executive bodies, ensuring transparent and efficient use of resources, approving annual estimates of income of the university in collaboration with executive bodies, approving annual estimates of expenditure of the university in collaboration with executive bodies, developing committees for different required functions and being responsive to governing bodies.

Analysis of codes of conduct in Corporate Governance Models

Table no 14 illustrates the following codes of conduct as found in almost 100% corporate governance models, although the terms used for the codes, varied in some (25%) models: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership, Impartiality and Periodic review of effectiveness.
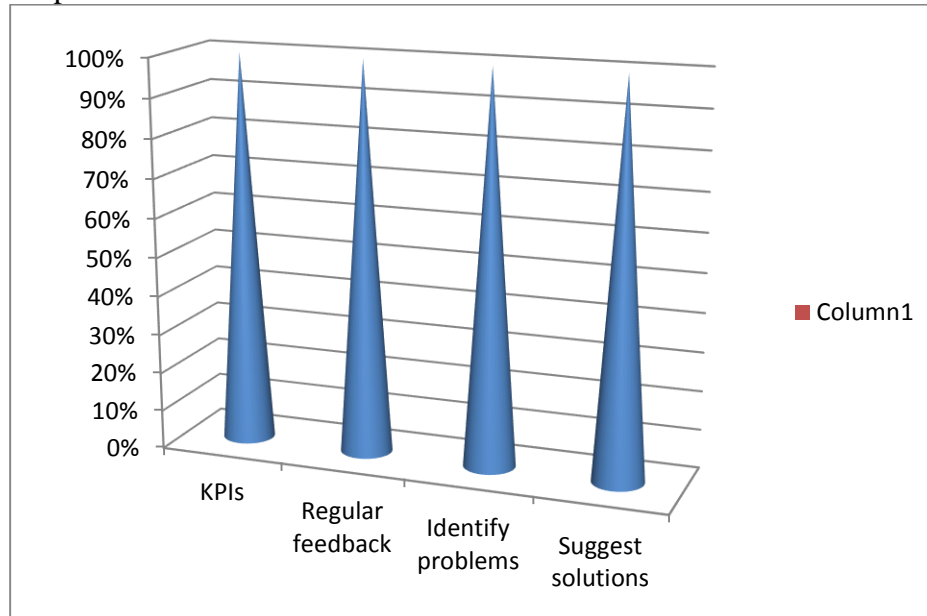
Graph no 14:

Analysis of Evaluation procedures in Corporate Governance Models
The evaluation procedures in sample universities observing corporate governance were found as shown in graph below:

Graph no 15:

Almost 95% corporate governance models mentioned this term "KPI's", which means Key performance Indicators. The models were found to evaluate the performance of personnel keeping these KPI's in view. Almost 95% corporate governance models were found to motivate their employees by giving regular feedback to them, once and twice a year. Almost 95% corporate governance models were found to evaluate the teaching, learning, research and services to identify problems, so that the quality corporate governance may take place. Almost 95% corporate governance models were found to evaluate the teaching, learning, research and services to identify problems, and suggest solutions so that the quality corporate governance may take place.

Discussion

This analysis shows that, more than 90% of acts of public sector universities of Pakistan lack the strategy. Strategic planning, short term planning, long term planning, effectiveness reviews and evaluation about pros and cons of planning are not exactly written in the acts. More than 80% universities are facing problem of less autonomy and insufficient

accountability. More than 80% universities face less transparency in selection of personnel.

Another shortcoming is regarding clear roles and responsibilities. More than 90% of acts have written, "what else may be deemed fit" can be seen, which shows ambiguity regarding accountability and responsibility. It creates unclear situation for the roles to be played and the responsibilities to be acted.

More than 90% of acts do not provide guidelines for measures to be taken for reviewing effectiveness, demerits, shortcomings and ambiguity of statutes and regulations, as is done in other countries at university level.

Effectiveness reviews regarding finance, planning, education, curriculum, teaching, research, authorities, responsibilities, appointments, estate management, human resource management, risk management also lack in More than 90% of the governance models of public sector universities of Pakistan.

Cross accountability procedures also lack clear and prominent description in More than 90% of the acts, i.e. to whom the chancellor, vice chancellor, syndicate members, senate members, registrar, treasurer, controller and academic council are accounTable. Who is responsible and accounTable to chancellor, vice chancellor, syndicate members, senate members, registrar, treasurer, controller and academic council? Information regarding it also lacks. Codes of conduct for chancellor, vice chancellor, syndicate members, senate members, registrar, treasurer, controller and academic council members etc also lack in more than 90% of the acts, as, if there were codes of conduct for them, their performance would be measured with reference to those codes.

Appointment procedures for chancellor, vice chancellor, syndicate members, senate members, registrar, treasurer, controller and academic council members etc also lack clear and exact description in more than 90% of acts. Who can be appointed by whom, what can be the criteria for appointment, whether, relevant education, Relevant training, relevant experience, or aptitude test? This all lacks in more than 90% of the acts.

Governance structure of more than 90% of the public sector universities also remains ambiguous, as there is no diagram to clarify the cross accountability and responsibility of the officers and committees.

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The principles of governance of the university are also not mentioned in more than 90% of the acts. What principles to be followed? On which principles basis the performance of the officers and members of different committees will be evaluated? What are the key performance indicators? This all lacks in more than 90% of the acts of the universities.

Governance distributed among executive bodies, governing bodies and academic bodies can result in effectiveness if every action is transparent and account Table. Transparency and accountability are the main characteristics of corporate governance. Governance distributed among executive bodies, governing bodies and academic bodies can result in effectiveness if every action is transparent and account Table. Corporate governance model could be one of the solutions to the problems of HE governance in Pakistan, as it is characterized by focus, direction, transparency, accountability and code of conduct.

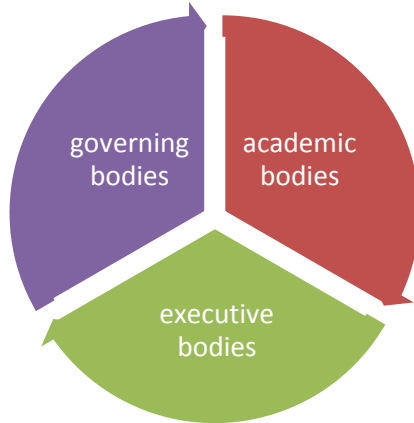**Recommended prototype for public sector universities in Pakistan**

Here is the recommended prototype for corporate governance of public sector universities in Pakistan:
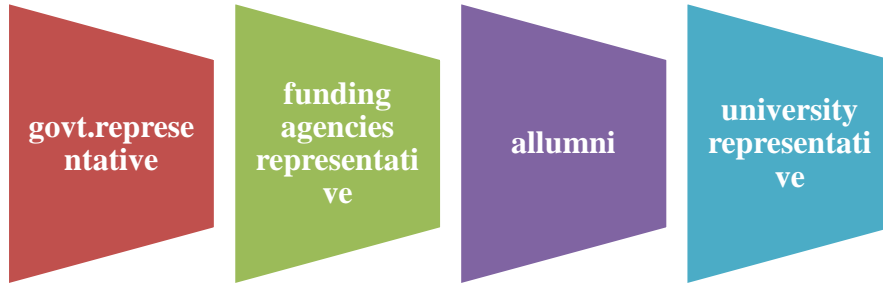
1. Recommended Strategy
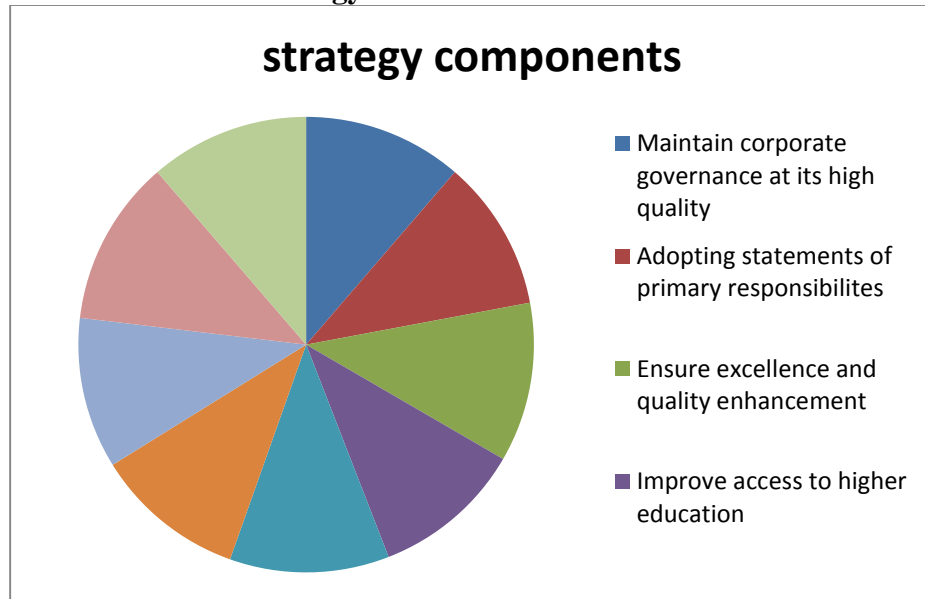
2.   Recommended governance structure:

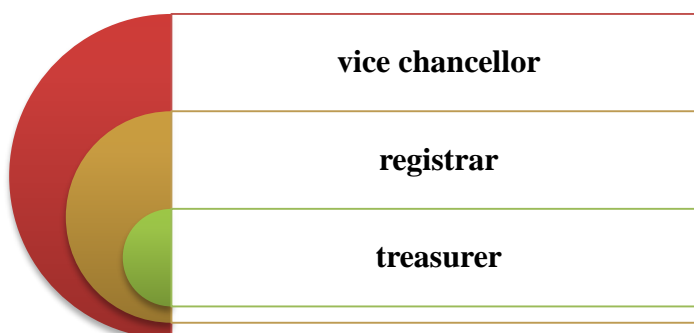Interaction among academic, governing and executive bodies is the essence of the model as shown in the diagram.

1. Governing bodies

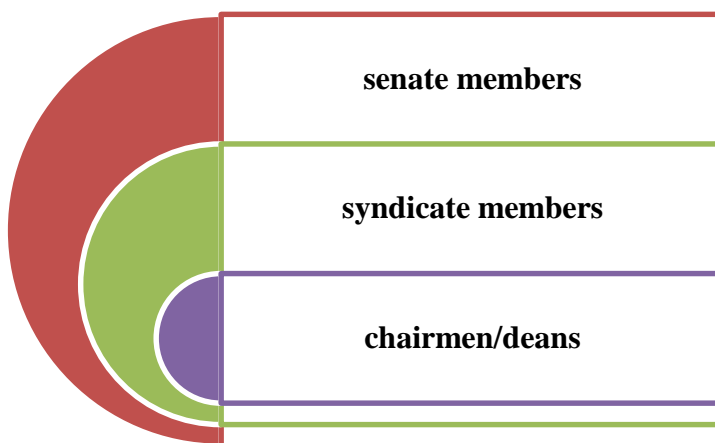Following personnel should be included in the governing bodies:

2. Executive bodies

3. Following personnel should be included in the executive bodies:

| vice chancellor |
| registrar |
| treasurer |

4. Academic bodies

Following personnel should be included in the academic bodies:

| senate members |
| syndicate members |
| chairmen/deans |

3. Recommended Code of Conduct for the members of all the bodies

1. Selflessness
2. Integrity
3. Objectivity
4. Accountability
5. Openness
6. Honesty
7. Leadership
8. Impartiality
9. Periodic review of effectiveness

4. **Recommended responsibilities for the members of all the bodies**
   a. Resource management
   b. Estate management
   c. Human Resource management
   d. Strategic planning
   e. Monitoring effectiveness and performance
   f. Finance
   g. Audit
   h. Equality
   i. Diversity
   j. Student unions
   k. Health and safety

5. Recommended evaluation techniques
   - Key Performance Indicators (KPIs)
   - Regular feedback
   - Identify problems
   - Suggest solutions

5. **Recommended ways of appointing personnel**
   1. Mentioning regulations
   2. No single authority
   3. Appointment procedure written in plans

6. **Recommended Role description:**
   Suggested role description of these bodies:
   Here is the role description of academic, governing and executive bodies as suggested in the proposed model:

Role Description for Members of Executive Bodies
   - Development of institutional strategy of the university
   - Decisions regarding framing of statutes and regulations of university
   - Execute management of university according to strategy
   - Regulating finances of university in cooperation with governing bodies
   - Implement rules for discipline in the university

- Granting and supervising affiliation to other institutions
- Review of financial requirements and financial estimates
- Prepare annual estimates of income and expenditure of university in collaboration with governing bodies
- Monitoring overall functioning of the university
- Responsive to public interests and concerns
- Empowered to comment on any matter whatsoever regarding university
- Serve as a symbol of university's accountability to wider community and stakeholders
- Overall management of corporate services
- Investment of university resources
- Estate management by making different committees
- Guide governing bodies on matters of governance
- Remain outside of the matters reserved for governing bodies and academic bodies
- Discuss with Governing bodies and Academic bodies on suggestions regarding future development
- Account Table to governing bodies regarding responsibilities
- Ensure connectedness of institution with stakeholders
- Ensure institution compiling with terms and conditions specified by funding agencies
- Ensure proper and timely information sent to governing and academic bodies to fulfill their responsibilities
- Making proposals to governing bodies about mission of institution
- Making proposals to academic bodies about educational nature
- Leadership role for the staff of university
- Act within the framework set by governing bodies regarding appointment, appraisal, grading and dismissal
- Management of budget and resources within estimates provided by governing bodies
- Account Table to governing bodies for exercise of executive management of institution
- Approving recommendations for appointment of executive bodies members
- Preside degrees and congregation

- Role of representative of university's stakeholders
- Approval of budget of university in collaboration with governing bodies
- Monitoring the Administration of funds of university
- Appointing committees as suggested by governing bodies
- Appointing committees as suggested by academic bodies
- Creation of different jobs in the university
  Making financial provision for instruction, teaching and training
- Establishment and maintenance of Departments, Hostels, Colleges, Laboratories and Experimental farms
- Selecting and electing personnel for university
- Selecting Pay system for the personnel of the university
- Inform shareholders about income and expenditure of funds for university
- Work as Educational administration body of the university
- Implement decisions as suggested by governing bodies and academic bodies
- Identification of new developments regarding execution of university
- Planning for new developments regarding execution of university
- Setting the general strategic direction

Role Description for Members of Governing Bodies
- fitting mission of institution as suggested by executive bodies
- Ensure Transparent use of resources
- Ensure Efficient use of resources
- Approving annual estimates of income and expenditure of the university in collaboration with executive bodies
- Clear cut rules regarding appointment, promotion and suspension of officials
- Framework for pay and conditions of all other staff of university in collaboration with executive bodies
- Developing committees for different functions, responsive to governing bodies
- Solutions of major issues and decisions
- Strategic direction of institution

- Selection of members on announced criteria
- Criteria derived from other successful corporation in the world
- Development of Key performance indicators
- Vision statement after acceptance by stakeholders
- Clear description of duties of head of institutions
- Establish and monitor financial control
- Establish and monitor operational control
- Managing conflicts of interest
- Risk management
- Monitor and evaluate performance against the plans key performance indicators
- Establish processes to monitor and evaluate governing bodies themselves
- Establish Human Resource Strategy
- Employ all staff of university in collaboration with executive bodies
- Governing bodies as principal financial authority
- Governing bodies as principal business authority
- Provision of student welfare
- Safeguard university assets by preventing and detecting fraud
- Ensure Internal financial control
- Clearly define requirements for approval and control of expenditure
- Comprehensive medium term and short term planning process
- Detail of annual income and expenditure
- Monthly review of financial results
- Work in collaboration with executive and academic bodies to achieve objectives as set in strategy
- Ensure Collective decision making
- Shared governance with trustees
- Monitor operational targets
- Delegate authority to individuals or committees as feasible
- Approving commercial activities
- Selection of members on announced criteria
- Criteria derived from other successful corporation in the world

- Annual budget approval of university in collaboration with executive bodies
- Authorities and duties clearly defined
- Appoint and support Vice Chancellor
- Monitor performance of Vice Chancellor
- Ensure Local autonomy
- Financial sustainability
- Identify opportunities
- Ensure proper accounting record
- Assessing governing bodies performance
- Monitor education, training and research
- Be responsive to community representatives
- Support the executive bodies in their work
- Develop Internal quality assurance system
- Govern university by keeping in mind Value for money
- Formation of committees, i.e. Resource Committee, Audit and risk committee, Governance Committee, Remuneration Committee and Health and safety committee.

Role Description for Members of Academic Bodies
- Responsibility for academic matters of departments
- Responsibility for non academic matters of departments
- Work closely with student representatives
- Work closely with other Deans
- Prepare Academic Standards policy committee
- Recruitment of expert faculty
- Recruitment of specialist visiting professors
- Curriculum Development according to set objectives
- Produce faculty handbook in accordance with university policy
- Making criteria for faculty appointments
- Ensure academic quality by monitoring against set criteria
- Ensure Independence in decision making
- Making assessment standards
- Teaching
- Instruction
- Research

- Making academic standards for university
- Enhancing academic standards for university
- Developing academic calendar in collaboration with all deans
- Review and modify academic calendar when demanded by deans
- Ensure Provision of physical facilities in the university, i.e. Lecture rooms, Library, Electricity, Furniture and Technology
- Develop policies to ensure faculty quality
- Develop policies and procedures to enhance quality academic programs
- Strategic planning for academics
- In collaboration with administrators, select system of rewards for service
- In collaboration with administrators, implement system of rewards for service
- Recommend academic programs in university
- Recommend academic resources
- Develop evaluation standards for faculty
- Explain evaluation procedures for academic resource programs
- Review and modify academic regulations
- Supervise institutional research needs
- Develop faculty code of conduct
- Develop quality measurement tools
- Approve and supervise curriculum
- Advising on administrative matters
- Assisting searches for faculty
- Review and recommend appointments, promotion and hiring of faculty
- Developing sub committees, i.e. Governance matters committees, Academic executives committee, Statutes and regulations committee, Course development, learning, teaching and research committees, Higher Education curriculum committee, Higher Education Learning and Teaching committee, Indigenous committee, Appeals and ethics committees, Student discipline committee, Human resource ethics committee and University property safety committee

1. Educational life aspects of students

- Ensure Academic freedom by legislation
- Ensure academic excellence by enforcing code of conduct
- Ensure professionalism
- Ensure rule of law
- Ensure autonomy of university by implementation of laws
- Use of Continuous improvement strategies
- Advisory role across most aspects of university
- Responsible for advising Governing Bodies on academic strategies
- Discuss and declare opinion on any issue of university
- Provide Comment on policy questions
- Provide Comment on matters affecting academic work of university
- Provide comment on general revenue expenditure
- Request from general revenue for different needs of departments
- Ensure community involvement
- Seek new ways to consult administrators
- Initiate general review of university activities
- Ensure variation in academic programs
- Consideration of new programs
- Approval of new programs
- Need assessment for resources
- Develop Policies , plans and procedures for examinations
- members of Academic bodies drawn from within the university
- Develop Rules regarding student progress from admission to graduation
- Oversee periodic program review
- Develop Rules regarding award of scholarships
- Safeguarding the interest of society
- Participation in shared governance
- Consider shared governance as faculty responsibility
- Consider both positive and adverse recommendations in faculty personnel matters
- Make arrangements for communication between governing bodies and academic bodies
- Clearly defined role, responsibilities and authorities of members of academic bodies

Definition of terms

Governance:

Implementation of strategies for management of institution or corporation

Higher education governance:

Implementation of strategies for management of higher education institutions

Corporate Governance:

Collective decision making for implementation of strategies for managing institutions

Corporate Governance model:

Mechanism for collective decision making for implementation of strategies for managing institutions

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