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Message by Patron in- Chief:

I congratulate the department of Education for fulfilling the felt need for research in Social Sciences by bringing out the first issue of the journal of Research in Social Sciences. My Endeavour is to make National University of Modern Languages a multi discipline forum of bridging the gulf between theoretical knowledge and practical research. The world is witnessing a tremendous increase in each and every field of knowledge. It is therefore necessary to speed up the practical research to catch up with the new discoveries in theoretical knowledge as soon as possible. It is true that practice always lags behind theory and it is necessary to confirm theory through practice otherwise theoretical knowledge simply remains in suspension. In social Sciences the need for research is obvious. The Natural Sciences are already on the high road to research to strengthen theory but the research in social Sciences is a late arrival in the field. It needs to take tremendous strides to enter into the race of marrying up theory with practical research. Rather I would say that theory must go hand in hand with research.

The editorial Board of IRSS deserves felicitation on their venture and I wish them well and good speed.

Patron in Chief
Major General ® Masood Hassan
Rector
National University of Modern Languages
Islamabad

Message by Senior Advisor:

Research in Social Sciences is fascinating and complex. All the social sciences need to join a common platform in order to shape the three dimensional total picture of verities of social existence namely the reality of social being, social values and true knowledge but with a distinct paradigm for own individual existence. The time has come to enjoy the benefits of mutual understanding through cooperative research enterprises. All social Sciences need to converge their efforts to project their particular world views and existentialistic particularity. The present undertaking by the Editorial Board to muster together the researches from various disciplines of Social sciences is praiseworthy and is likely to bring about the awareness about the need for total contribution in making social life reality a unitary human experience very much needed to usher in a new dawn for the organized informed, and well – integrated global human civilization which might enliven the desires for world peace and oneness of human kind. I hope the Educational Board shall be able to make a head way in this challenging task with probity and wisdom.

Senior Advisor

Brig ® Dr Allah Bakhsh Malik,

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Violence Issues and Child Well-Being: A Study on Incarcerated Families in Kelantan

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Abstract

Children and youth today seem to have more stressor and difficulties in their everyday life especially when a parent goes to prison. Children with incarceration issues receive little attention, but the issue so widespread; concern for the well-being of the effected children has been raised. Incarceration brings long term effects to family members by increasing violence among children; impeding children to have a better picture of their life which directly and indirectly affects children's well-being. Growing up with violence issues surrounding them is a crucial and devastating experience for the children. Using six selected domains based on the suggestion from Land and colleagues (2001), we assessed the effects of violence issues on children's well-being with incarceration issues in Kelantan. There are four items of violence being correlate with child well-being score; bullying, disturbance, stigmatization and isolation. These were selected based on the current literature related to children violence. The relationship between children's well-being score and violence affects were examined in 75 children aged 8 to 17 years with family incarceration issues in Kelantan. Through the findings indicated that children with a higher level of isolation, stigmatization, bullying and disturbance tend to have a low score of the child's well-being. Children simultaneously indicated that isolation, stigmatization, bullying and disturbance

always occurred and was related to their parent's incarceration status. The negative perception they received also made the children a victim of bullying and thus more isolated.

Keywords: Violence, incarceration family, children, well-being

Introduction

Well-Being: Child Right Perspective and Ecological Perspective

The meaning of child well-being has been defined and understood in various ways based on different perspectives and according to nationality, gender, ethnicity, class, birth order in addition to many other factors. This was supported by Lippman (2007) who stated that the concept of well-being has wide and non-specific concepts with plural definitions. According to Camfield et al. (2009), well-being is an umbrella term encompassing different concepts addressing all aspects of life. However, the definitions of children well-being were a little bit different and thus making it even more complex because it also included developmental perspectives. From a child's right perspective, well-being could be defined as the realization of children's rights and the fulfillment of the opportunity for every child to be all she or he could be in light of a child's abilities, potential and skills. The degree to which this was achieved could be measured in terms of positive child outcomes, whereas negative outcomes and deprivation point to a neglect of children's rights (Bradshaw et al. 2007).

A growing awareness of children's rights and well-being has brought a revolution that led to the increase of state and social responsibility for children. There were multiple reasons for this transformation and some were directly reflected by the changing concepts of childhood, historic debates regarding the importance of children to state development and differing views about public responsibility to children (B.G. McGowan, 2005). During the

early years, most research on well-being involving children only viewed them as a second actor in the research. However, recent work has demonstrated increased attention on promoting the well-being of children and views them as a main subject of research (Ben-Arieh, 2006; Dwivedi and Harper, 2004).

According to child right perspectives, a child in particular shall be provided the opportunity to be heard and capable of forming his or her own views. In this condition, other parties should not presume that a child has the capacity to form her or his own views. The United Nations Convention on the Right of the Child is a human right's treat which sets out the civil, political, economic, social, health, and cultural rights of children. The convention deals with child specific needs and rights and requires states to act in the best interest of the child. The states that ratified, accepted, or acceded to it should protect children from any abuse action, exploitation, discrimination including privacy interference. The convention also obligated signatory states to make sure that parents exercise their parental responsibilities to fulfill children developmental needs and to provide them with better picture of their well-being.

Ben-Arieh (2006) emphasizes that children's development and implicitly their well-being was mediated by personal and environmental factors, including individual capacities, relationships, cultural values and expectations. Schor (1995) for example, defined children's well-being related to the influences of the close environment to the children. He said that children's health and well-being was directly related to their family's ability to provide them with their essential physical, emotional and social needs. Keith and Schalock (1994) used a wide scope of the concept to refer their definition of children's well-being as a general view of the person's feelings regarding his/her life circumstances, including personal problems and

some questions about family. On the other hand, Martinez and Duke (1997) refer to a specific component of children's well-being "self-esteem, purpose in life and self-concept of academic ability (self-confidence)".

While on the other hand, some in early childhood research believe that child development and their well-being should be understood in an ecological approach. The ecological approach is very important to be understood because it acknowledges the interdependence of child, family, community and society. According to Gillian Pugh (2007), children and young people always see their family and friends as the most important influence on achieving good outcomes. She also wrote that:

.....wellness or wellbeing is both an individual and a collective concept, something that is measured in terms of individual lives, but is very often delivered through families and communities. This ecological approach, which ground work with children and young people in their families, and within the community and the culture in which they are growing up has been central in informing the policies....

Bronfenbrenner (1998) argued that human abilities and their realization depend to a significant degree on the larger social and institutional context of individual activity. He suggested that human development could be analyzed in terms of systems. Recognition of the relationship provides a key to understanding developmental changes not only in children but also in adults who serve as primary caregivers-mothers, fathers, grandparents, teachers and so on. In order to develop either intellectually, emotionally, socially or morally, a child is required to participate in progressively more complex activities with a person that child could

develop a strong, mutual, emotional attachment and who were committed to the child's well-being and development for life.

Prilleltensky and Nelson in their book "Promoting Family Wellness and Preventing Child Maltreatment" in 2001 also argued that in order to understand the development of child wellbeing, we should look at the overall systems around the children. Wellness actually was an ecological concept in which child well-being was determined by the level of parental, familial, communal and social wellness. They also proposed that child well-being was predicated on the satisfaction of material, physical, affective and psychological needs. In this context, the family played an important role to present a supportive, affectionate and gratifying relationship that would promote the personal development of family members and the collective well-being of the family as a whole.

In relation to the concept of ecological perspectives of well-being (or wellness) it could be argued that a child's well-being was determined by the level of parental, familial, communal and social wellness. Well-being was not only about to be seen as an important concept in the context of the child's developing well-being but it extends to the idea of collective well-being which is at the heart of community.

Violence against Children of Prisoner

Children of prisoners always had been largely overlooked although there was evidence that incarceration could bring long term adverse effects not only on a child's development but also bring disastrous effects to their overall well-being. Imprisonment of father, mother or both could be debilitating to children emotionally and practically. Imprisonment also had left much stressors, difficulties and burden to the other family's members such as social isolation, extra burdens of childcare, difficulties of maintaining

contact and perhaps most devastating, when it comes to the cause of a child's behavior. The number of children with parents in prison has grown dramatically recently and has brought a revolution to the research of the children's condition while their parents were in prison. Isolation, bullying, disturbance and stigmatization were often mentioned as one of the adverse unintended consequences of parental imprisonment (Arditti et al, 2003).

Violence that happened to children cannot be acceptable or tolerated. The Convention on the Rights of the Child defines violence as all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse. Children with parents in prisons were routinely exposed to physical and psychological violence in their residence, school, among their peers, family networks, neighborhoods, social services setting and so forth. Recent research indicated that parental incarceration caused other family member to cope and struggle with complex behavioral conditions including chronic substance abuse, poverty, community crime, poor academic and occupational prospects and violence among peers and community (Greene et al. 2002; Katz 1998). Violence against any child might cause serious harm, impact the child's well-being and violence perpetrators should be held accountable for their actions.

According to the Kinner et al. (2007), children's internalizing and externalizing symptoms were uncorrelated with parental imprisonment once socio-economic status, parental mental health and substance use, parenting style and family adjustment were taken into consideration. They concluded that the association between parental imprisonment and adverse youth outcomes may be accounted for by established social and familial risk factors and one such factor may be exposure to violence in homes and communities. Children also had to stand on the deception and trauma because of the separation, living arrangement

problems, stigma and antisocial behavior. Children faced the effects of violence issues in their lives in a number of different ways. Hester et al. (2000) reviewed that violence against children sometimes could impact their behavior and emotional well-being and cognitive abilities and attitudes. Generally, children living in abusive environments tend to have more frequent behavioral and emotional problems.

Children of prisoners also experience ostracism, disapproval in the community and scorn because of their association with imprisoned parents. Ann Cunningham (2001) revealed that loss of a family member because of incarceration seldom elicits sympathy and support from others, stigma and the feeling of isolation associated with being the family member of a prisoner was central to many of the difficulties that children and other family members had to face. This might also be compounded by the perception of the community that prisoner parents were intrinsically bad parents. Children might feel stigmatized because of the situation including the nature of the crime, the attitude and perception of the community and the individual child's character. Crimes viewed as abhorrent by community members; such as murdered and sexual abused against children seemed to attract greater stigma and point of view of the community to the family's members of prisoners.

Joseph Murray (2007) in his article concluded that even close friends and relatives might disown or otherwise stigmatize families of prisoners. This action caused some children to feel ashamed and caused pressure especially when they were at school. Some children had reported moving to another school and made new friends because they received verbal abuse from other children at their old school. In some situations, children might act aggressively towards anyone insulting them or their imprisoned parent. Other research indicated that the effect of experiencing environmental violence during their child development were likely to

included risky and delinquent behavior such as sexual promiscuity, substance abuse, truancy, running away and property crime as they grew older (Osofsky, 1999; Thornberry et al., 2004; Widom, 1995). Children who experienced violence due to the incarceration of their parents tend to receive little social support because they withdrew from peers to avoid violent actions from happening again.

Some researchers disclosed that children were not the direct targets of acts of discrimination, children were aware of societal attitudes toward stigmatized groups from a very young age. They understand that they had been a subject of discrimination, stigmatization which thus made them a victim of bullying. Awareness of stigmatizing attitudes and behaviors can also prevent people from seeking help either because doing so may give away their stigmatized status, or subject them to devaluing attitudes and treatment by members of helping professions (Schomerus et al. 2009; Vogel et al. 2007). Consistent with these findings, Benaquisto and Coulthard (2008) concluded that the fear of shame and stigma had a much more debilitating effect on families than the way in which they were actually treated.

The increase in family incarceration issues recently has raised more concerns on well-being of effected children. The limitations of the literature about violence against children and its effect on the well-being of the children with family incarceration issues were because most of the previous research focused on the effects of incarceration to the spouse, children delinquency and to a lesser extent, on adolescents. Research on the connection between violence and well-being that included children often examined children as a second actor in the research and most of the information received was based on interviews with parents and caregivers only. However, recent work has demonstrated an increased attention to promoting

well-being in children and views them as a main subject of research (Ben-Arieh, 2006; Dwivedi and Harper, 2004).

The growing concerns on the child's well-being in Malaysia could be shown clearly with the higher levels commitment of government through the implementation of a National Policy on Children in July 2009. Objectives of the policy are to highlight the rights of the child to survive, protection, development and participation, all of which are in line with the Convention on the Rights of the Child (CRC) the government ratified the Convention on the Rights of the Child in 1995. This was followed with an introduction of various national laws related to child protection. However, scientific acceptance of children's right to speak for themselves about their well-being due to family incarceration was still less wide-spread in Malaysia. Thus, this lack of research has resulted in less literature about what exactly they face and the exact number of effected children in Malaysia.

Methodology and Data Collection

The objective of this study was to report on the relationship between violence against children of prisoners and their well-being based on the research that had been done before. This paper is organized as follows; Section One and Two would highlight the meanings of child well-being from a child's right perspective and ecological perspective while Section Two highlights the literature pertinent to the study followed by methodology in Section Three. Section Four discusses about the results and finally Section Five comes up with the conclusions of the overall study.

In order to obtain the data, this study employed both qualitative and quantitative methods, using three techniques which include; questionnaire, interview and observation. The data collection processes' using both methods was carried out together at the same time

in early 2011. The respondents for this research study were selected purposely from families with incarceration issues. The questionnaires for this research were distributed to the selected participants around Kelantan State, Malaysia. The questionnaire consists of four sections but children were only required to answer demographic sections, the well-being needs section by ticking at the respective boxes and perception of their well-being section by ranking their answers based on a semantic scale. Children's caregivers were also asked to answer and complete D section which contained questions about the caregiver daily life.

In the present study, the selections of component indicators for child well-being were based on the suggestion from Land and colleagues (2001). They suggested six constituent domains for child well-being such as health, material needs, educational attainment, safety, spiritual and housing/environment. For the questions about the effects of the family's incarceration to the child's well-being, there were four items that included in violence group such bullying, disturbance, stigmatization and isolation. In order to measure and examine the relationship between four items of violence group and child well-being score, correlation analysis using Statistical Package for Social Sciences version 17 (SPSS 17) were formed to calculate the results. The results from the calculation of the correlation also had been used to rank most affected children well-being's indicators.

Map 1: Kelantan State, Malaysia



Demographic Data of Respondents

There were 75 respondents which included 36 boys and 39 girls and the age of the respondents was between 8 to 17 years old. All of the respondents together with their caregivers were asked to answer the questionnaire given. But not all of the respondents and their caregivers were involved in the interview. Only a few of them were interviewed based on their individual circumstances. From the demographic data obtained, 23 respondents (30.7%) lived with grandparents, 29 (28.7%) lived together with mothers, 2 (2.7%) with fathers, 5 (6.7%) with their own siblings and the remaining 17 respondents (21.3%) stayed with relatives. For the family member incarcerated, 70.7% (53) stated father, 21.3% (16) mother and 8% (6) both. 41 (54.7%) of respondents had less than 3 siblings, 1 (1.3%) more

than 6 while the remaining 33 (44%) from 4 to 6 siblings. A majority 45 (60%) of respondents lived in rural area while just 30 (40%) were from urban areas.

Table 1: Descriptive Statistics of Respondents' Profile

	Description	No. of Subject	Percentage (%)
Gender	Boy	36	48%
	Girl	39	52%
Age	8 to 12	40	53.3%
	13 to 15	27	36%
	16 to 17	8	10.7%
Care Taker	Mother	29	38.7%
	Father	2	2.7%
	Siblings	5	6.7%
Incarcerated	Grandparent	23	30.7%
	Relatives	16	21.3%
	Father	53	70.7%
Family	Mother	16	21.3%
	Both	6	8%
Siblings	4 to 6	33	44%
	Less than 3	41	54.7%
	More than 3	1	1.3%
Neighborhood	Rural	45	60%
	Urban	30	40%

(Source: Research Data, 2011)

Findings

In this study, Cronbach's Alpha value was calculated in order to measure the internal consistency of the items used in this study. Based on the calculation that had been formed, the value of the Cronbach's Alpha for this study ranged from 0.750 to 0.928. This indicated good internal consistency of the items used in the scale. Table 2 below shows the Cronbach's Alpha value based on the six indicator items used in this study.

Table 2: Reliability Analysis: Cronbach's Alpha Value

Indicator Items	Cronbach's Alpha Value
Education	0.889
Health	0.750
Housing	0.899
Material Needs	0.775
Safety and Risk	0.750
Spiritual	0.792
Overall	0.928

Table 3: Frequency of the Children Involved in Violence

Violence Items	Frequencies		
	Never	Rarely	Always
Stigma	10	51	14
Disturbance	29	40	16
Isolation	12	52	11
Bullying	14	51	10

Table 3 shows details about the frequencies of the children involved in violence. There were four items of violence which included stigma, disturbance, isolation and bullying. The table shows that 51 children reported that they were rarely a victims of stigma, 14

always and 10 children reported never being stigmatized. 40 children seldom were disturbed, 29 never and 16 children were always disturbed. For the isolation items, there were 52 children reported that they were rarely isolated, 12 never and the remaining 11 children reported always being isolated. Out of 75 children of prisoners, 51 children were rarely bullied, 10 always and 14 children had never been a victim of bullying.

Table 4 presents the correlation between stigma and child well-being indicators. The item, stigma from violence group, stigma was correlated with the six child well-being indicators together with the overall score of child well-being. Results showed that stigma had a negative significant linear relationship with education ($r = -0.802$), housing ($r = -0.681$), material needs ($r = -0.830$) and overall child well-being score ($r = -0.681$). A negative linear correlation indicated that as the value of stigma increased, the score of child well-being indicators tended to decrease. The remaining three indicators; health, safety and risk, and spiritual were not significantly correlated with stigma.

Table 4: Relationship between Stigma and Child Well-being Indicators

Item Names	Indicators	Correlation (r)	Sig (t)
	Education	-0.802**	0.005
	Health	-0.557	0.094
	Housing	-0.681*	0.030
Stigma	Material Needs	-0.830**	0.003
	Safety and Risk	-0.535	0.094
	Spiritual	-0.034	0.925
	Overall	-0.681*	0.030

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table 5: Relationship between Bullying and Child Well-being Indicators

Item Names	Indicators	Correlation	
		(<i>r</i>)	Sig (<i>t</i>)
Bullying	Education	-0.686*	0.024
	Health	-0.395	0.258
	Housing	-0.527	0.117
	Material Needs	-0.707*	0.022
	Safety and Risk	-0.395	0.258
	Spiritual	0.000	1.000
	Overall	-0.527*	0.117

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

The results for the relationship between bullying and child well-being indicators were presented in table 5. The results show that three indicators of child well-being were significantly negatively correlated with bullying; education ($r = -0.686$), material needs ($r = -0.707$) and overall ($r = -0.527$). This shows that the change of value of bullying might change the value of child well-being score.

For the correlation between disturbance and indicators of child well-being in table 6, there were five indicators; health, housing, safety and risk, spiritual and overall which were not significantly correlated with item of violence, disturbance. Out of seven indicators, two indicators, education ($r = -0.745$) and material needs ($r = -0.698$) were significantly correlated with disturbance. Hence, these results show that these two indicators tend to increase when the value of the work decreased.

Table 6: Relationship between Disturbance and Child Well-being Indicators

Item Names	Indicators	Correlation	
		(<i>r</i>)	Sig (<i>t</i>)
Disturbance	Education	-0.745*	0.013
	Health	-0.156	0.667
	Housing	-0.364	0.301
	Material Needs	-0.698*	0.025
	Safety and Risk	-0.156	0.667
	Spiritual	-0.493	0.148
	Overall	-0.364	0.301

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table 7 represents the rank of the most affected indicators of child well-being. The results show that education and material needs were the most affected indicators. The total frequencies of affected indicators for education and material needs were four times and were ranked into number one and two. Overall child well-being was in the rank three with the three affected frequencies while safety and risk and spiritual were not affected at all with the five items from the family economic resources groups. For the housing indicators, it was ranked into number 4 with one total frequency. From the entire table above, this study also indicates that stigma has the highest influence and effects all six child well-being indicators score and also into the overall score of child well-being. However, based on the correlation that had been done, the results shows that all four items of violence had significant relationships with education and material needs.

Table 7: Rank of the Most Affected Child Well-being Indicators

Indicators Names	Total Frequencies	Rank
Education	4	1
Health	0	5
Housing	1	4
Material Needs	4	2
Safety and risk	0	6
Spiritual	0	7
Overall	3	3

Discussion

The present study assessed the relationship between four items from violence group and six indicators of child well-being together with the overall score of child well-being among children with family incarceration issues. Items of violence grouped were included bullying, stigma, isolation and disturbance. This research found that all of four items had influenced the score value of some six indicators of child well-being and overall child well-being. Thus, the results suggest that the violence issues that children face could diminish the survival capability not only for the children, but also for the other family members. They had been observed to be victims of psychological violence and sometimes physical violence by their peers and neighbors.

Children with a higher level of isolation, stigmatization, bullying and disturbance tend to have a low score of child well-being. Simultaneously children, indicated that isolation, stigmatization, bullying and disturbance always occurred and was related to their parent's incarceration statuses. They have trouble to be friends and have relationships with other children at school or among residents. Most of the respondents expressed feelings of isolation and were disturbed by other children and sometimes by the parents. School-aged

children with incarcerated parents have been observed to be stigmatized by their peers and display poor academic performance and behavior problems (Parke and Clarke-Stewart, 2002; Wilbur et al., 2007). Though, a few children demonstrate success in school, most of the children described poor academic and behavioral performances in school.

In this study, children who had experienced isolation indicated that they felt that their social interactions were superficial. Many of them were self-deprecating and portrayed themselves as emotionally bland, depressed and suspicious. They also pronounced fears of social rejection and it was clear that a number had become severely socially withdrawn. Children will be rejected depending to the some extent upon their individual characteristics and upon the nature of the group by which they were being rejected. Children rejected by another groups were normally related to the prejudices regarding religion or sometimes regarding their family matters.

According to Hanafian and Brooks (2005), having friends in addition to family is an important factor for their well-being. It was normal for the children to share problems, play together, have fun and spend time with friends. Children were at risk of being neglected from their peer group due to their family status. Against this background were children's relationships with their peers, as well as their wider social network, crucial for their psychosocial development (Hay et al., 2004). Children with parents in prison were stigmatized because they were affiliate with parents who were stigmatized. This negative perception from peers may derive children as a victim of bullying and thus lead to isolation. Children with isolation and disturbance issues may experience devaluation and discrimination in various ways and from many different sources that lead to their well-being conditions. According to Edin (2000), incarceration of any family member or both might

threaten family reputation, put other family members and children safety at risk and fail to provide a respectable middle-class lifestyle.

The ways children interact with their peers had important implications on the way they should behave as adolescents and adults. Some children of prisoners had become targets of bullying behavior from their peers. There were a number of behavioral manifestations of children that experienced violence. They sometimes took a passive response such as hiding in fear or crying. But sometimes children might take more aggressive action like punching them back. Once involved in the aggressive behavior, they might use that action in order to protect themselves and family from being victims again. According to Boney-McCoy and Finkelhor (1995), many difficulties are associated with violence exposure, such as low school achievement and a high level of anger, anxiety, aggression and antisocial behavior.

Children sometimes choose not to talk about their family secret or said that their family was in prison or jail due to the realistic fears about community scorn or rejection. Children, who were chosen or asked to keep quiet, reported isolation from their friends. Forced silence adds to the trauma experienced by children because they had no one to talk with about their feelings (Johnston, 1995). They might avoid interaction with well-behaved peers out of fear and shame that the good crowd would find out about their incarcerated parents. This shame and secrecy might be fueled by the politics of tough on crime attitudes, especially when this was accompanied by media coverage which made villains of the offending parents (Kennon, 1997).

Conclusion

From the tables and results above, this study indicated that well-being of the children with an incarcerated family member were influenced by four items from the items of

violence groups. This showed that violence issues that surround children play an important role in developing better attainment of child well-being. Through this study, what was clear enough was that families with a lack of violence issues such as stigma, disturbance, bullying and isolation helped in creating children with enough necessity, better atmosphere and capability to compete with other children in the society.

In conclusion, this research revealed that there were relationships between children's well-being and violence issues they had to face consisting of stigmatization, bullying, disturbance and isolation. Children who received greater attention from their family members and their peers either in studies or about their everyday life, scored higher in their well-being than their counterparts. The findings of this study could provide useful implications for parents/caretakers, counselors, educators and policy makers. Since this was only a pilot study, there is much more work to be done particularly pertaining to child well-being.

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Effectiveness of Using Picture-Story Books for Teaching English Language to the Young Second Language Learners in Pakistani Government Schools

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Abstract

This article is designed to investigate the causes of the failure to teach and learn the English language in Pakistani Government schools system, where about 80% of the children go to get education, but, except very few, the majority of them never achieve an acceptable level of English language proficiency. Study the effects of early exposure to the language, in an easy to follow and attractive method such as use of the picture story books, so as to suggest ways and means to overcome this failing.

Keywords: effectiveness, picture story book, English language learner

Introduction

The Pakistani children live in a very diverse social environment, where different regional languages like Pushto, Punjabi, Balochi, Sindhi, Potohary, and Hindko etc are spoken and they have no exposure to the correct model of English language. The English language teacher does not speak the language in class and translates the English textbook material into Urdu (the national language) or Pushto, Punjabi, Sindhi (the regional languages) so it is a struggle for the students with local vernaculars, national language and foreign language at the same time.

Later in the educational life there is a huge emphasis on English language. In the colleges, universities and professional colleges, the educational achievement depends on

English language proficiency. Every year 70 to 80 percent of students fail only in English subject at college level (results of Boards and Universities 2002). In the high school and secondary school exams 80 percent students pass exams by getting just passing marks in the subject and that also by rote-learning.

The quality of examination system has drastically declined recently. The incidents of cheating and increased use of mal practices have sharply eroded the credibility of the current examination system. Grammar translation and command over the language (Education Sector Reforms 2001-2004 Government of Pakistan Ministry of Education).

No research has ever been conducted on the problems of English language learning and early language learning capacities of the young children.

The researcher of this study is going to explore the possibilities of foreign language instructions beginning much earlier than it usually does in the government schools of Pakistan. The researcher is also going to investigate the best possible reader-related variables and the text-related variables in the languages learning behavior of small children.

The researcher is going to provide the support for the belief that if children could begin to learn a foreign language much earlier than is customary in the prevailing education system in more or less the same way as they learn their native language, much more could be achieved.

The researcher is planning to introduce English storybooks and the simplified readers to the children in their English classroom as a pleasure reading activity and then to observe and analyze the children's early reading behavior and response to print.

In a country like Pakistan where 80% children have not even seen the native speakers, the researcher is planning to introduce picture storybooks to the children as a first exposure to a foreign language and note down their effective progress in reading.

This researcher will try to match the storybooks as reading resources to the children of government schools and observe and analyze their potential results. What the researcher is possibly hoping to get is the text-related variables as the most relevant and important variables to get positive results in English language proficiency among Pakistani children.

Statement of the Problem

The primary purpose of this research is to study and investigate the early reading and writing behaviour of Pakistani children with a view to determining the effects of 'Picture Story Book' reading on the development of learning and acquisition of English language, as a second (L2) or most probably the third language (L3), at a very young age. If the findings of this research are found useful, which undoubtedly they are, and further experimentation in this field is conducted, it would definitely open a new vista for the Pakistani children, particularly belonging to the under-privileged class or the rural areas, who have henceforth been denied this opportunity to learn and gain proficiency in the language, which has attained the status of an undisputed international language.

In Pakistan, besides Urdu and English, a large number of regional languages are spoken, as a matter of fact after every hundred kilometres the language and its dialect changes. While Urdu is considered to be the National language, the children in different provinces mostly learn to speak Punjabi, Pashto, Saraiki, Sindhi or Balochi as their first or mother language. Only 7% of the population originally speaks Urdu as their first language. Most of the children learn Urdu as a L2, when they join school at kindergarten level.

Although the learning of English in the form of recognition of alphabets and small words is also introduced at this level yet it's learning as a language comes at much later stage. Consequently the children find Urdu relatively easier to learn than English. As the children grow learning of English language becomes a big challenge / struggle for the Pakistani students, which has been going on ever since the creation of Pakistan and continues even today.

It is with this background that this research is being conducted to facilitate the learning of English language through reading as well as writing at a much broader scale than what is being achieved by the present day educational system. To achieve this purpose the research will focus on following aspects:-

A brief perspective on the evolution of the education in Pakistan including the development of various Education Policies, issues relating to the primary education vis-à-vis the medium of instructions and the place of English language in today's globalised world.

A detailed review of the existing literature and research carried out in different parts of the world with a view to determining its relevance to the prevailing situation in Pakistan.

Selection of appropriate research methodology, the process of evolving research design and strategies, based on the adopted Methodology, and their implementation / execution.

The practical execution of research design and strategies under selected / target environments, and determining their effects as well as the outcome.

Final conclusions and recommendations for future course of action.

National Education Policies - a perspective the issue of the medium of instructions vis-à-vis the place of English language in Pakistan

This chapter, being the first one, is very important from the view point of this research. Until and unless a true perspective on the past educational policies and plans, vis-à-vis their shortcomings is taken, it will be difficult to determine the exact place of the English language and the treatment which has been meted out to facilitate its learning for the future generations of Pakistan. The chapter is developed in following parts:-

Part I: Early Literacy Development and the Question of Medium of Instructions

Part II: Primary or Elementary Education and the Problems of Illiteracy and Drop Outs at Primary Level

Part III: Politics and the Place of English Language vis-à-vis the National / Regional Languages in Pakistan

Part IV: Major Conclusions

Education Policies and Plans

The Proposals for New Education Policy – 1969

As per the guidelines given by Field Marshal Ayub Khan, the ex-President of Pakistan, detailed and thorough studies were conducted in which a large number of students, teachers, administrators and public representatives participated. The primary purpose of these studies was to review the existing education policies and put up suitable recommendations to formulate a new education policy. That lengthy exercise resulted in identification of the major problem areas, where radical changes were required, and the formulation of certain proposals which were to ultimately serve as the basis of the future education policies. From

the perspective of this research two of the important problem areas identified was as follows:-

The New Education Policy - 1970

As desired by the President, Field Marshal Ayub Khan, the above mentioned proposals for the new education policy (or future policies) were published with a view to providing an opportunity to the nation to debate them thoroughly before any further process. There was a large public response and the Ministry of Education received comments, worth about 15,000 pages, from different sections of the society. In the light of these comments the proposals were then revised. The New Education Policy of 1970 was the outcome of these detailed, collective and painstaking deliberations.

The new policy, encompassing all the proposals, provided enough guidelines to address all the prevailing problem areas. Mr. Muhammad Shamsul Haq, Minister of Education and Scientific Research, in his 'Foreword to the New Education Policy – 1970' expressed his hope in following words:-

“The same spirit of participation and cooperative endeavours will characterise the implementation of the policy, and the resources allocated for the education in the new policy will be matched by the efforts to ensure their fruitful utilisation.”

From the point of view of this research some of the salient aspects of the New Education Policy – 1970 are summarised in succeeding paragraphs.

The basic concepts inspiring the goals and objectives of educational development as outlined in the policy document embraced following five major areas of reform:-

1. The role of education in the preservation and inculcation of Islamic values as an instrument of national unity and progress.
2. Reorientation of the educational programmes in the light of the economic needs of the society, particularly by shifting the emphasis to scientific, technical and vocational education.
3. Role of education as an instrument of social change and development and as a factor in the creation of democratic social order by ensuring an equal access to opportunities of education.
4. The paramount importance of quality in education and the crucial role of teachers in the improvement of education.
5. Decentralisation of educational administration to ensure academic freedom and administrative and financial autonomy required for healthy and efficient growth of educational institutions particularly in the higher stages.

With regard to the elementary education the policy summarised following measures for adoption:-

1. A higher priority should be accorded to universal elementary education up to class VIII. The aim should be universal enrolment up to class V by 1980.
2. Education should be free up to class V and the Provincial Governments should urgently consider adoption of measures for compulsory attendance up to class V for those enrolled in schools according to a phased programme beginning with those enrolled in class I.
3. Enrolment of girls should be encouraged by establishing girls' schools wherever possible and by recruiting a large number of female teachers.

4. The system of elementary education should be redesigned so as to ensure a purposeful selection of the knowledge and skills imparted, attitudes implanted and the learning methods employed so that those not proceeding to the secondary education can be usefully employed in the economy of the local community.

Besides Science, Technical and Vocational Education the New Education Policy – 1970 laid lot of stress on secondary education, higher education, adult education, teacher training and madrassah / religious education as well. The policy called the Adult Education as a continuation of the Elementary Education.

Realising the importance of modern languages the policy asked for the modernisation of language teaching at the university level. For this purpose the Language Departments of universities were asked to develop new techniques and facilities. The policy also proposed to establish two ‘National Institutes of Modern Languages’, one at Islamabad and the other at Dacca. The New Education Policy also spelled out the Language Policy with a view to streamlining the medium of instructions in these words:-

“The language policy has profound implications for the educational, social, cultural and political life of a nation. It has to serve, on the one hand, as an effective instrument of educational development and on the other satisfy the larger aspirations and emotional needs of the nation.”

The measures to be adopted are summarised as under:-

1. The Pakistan Provisional Constitution Order envisaged the establishment in 1972 of a ‘commission to examine and report on the question of the replacement of the English Language for official purposes’. This Commission was to be set up forthwith to examine the

question of the change over from English to national languages for official purposes and also that of complete switch-over to the national languages as mediums of instructions.

2. In the mean time preparatory measures including the production of literature textbooks were to be stepped up.

The Education Policy 1972 - 80

In 1972 another Education Policy was evolved which was to serve as a guideline up to 1980. Contrary to the Education Policy – 1970 the Education Policy 1972 - 80 made education free and universal up to class X, thorough out the country. However due to the paucity of resources this was to be achieved in two phases. In the first phase, starting October 1972, the education up to class VIII was to be made free in all government as well as private schools. This was then to be extended up to class X in the second phase, starting October 1974. To enforce this policy of providing free education on to the private schools and institutions, a Martial Law Regulation was promulgated by the Chief Martial Law Administrator, and then Prime Minister, Zulfikar Ali Bhutto.

As far as making the education compulsory was concerned, due to its peculiar socio-economic implications this issue was left for further debate and decision by the assemblies. The Education Policy - 1972–80 was designed to achieve following objectives:-

1. Ensuring the preservation, promotion and practice of the basic ideology of Pakistan and making it a code of individual and national life.
2. Building up national cohesion by promoting social and cultural harmony compatible with our basic ideology through the conscious use of the educational process.
3. Building up and nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality. An

individual able to comprehend fully the nature of technical and social changes and having deep concern for the improvement of society.

4. Mobilizing the youth for leadership roles through participation in programmes of social service and environmental improvement and by inculcating in them the dignity of labour.

5. Eradicating illiteracy within the shortest possible time through universalization of elementary education and a massive adult education programme.

6. Equalizing access to education through provision of special facilities for women, under-privileged groups and mentally retarded and physically handicapped children and adults in all areas in general and the backward areas in particular.

7. Designing curricula relevant to the nation's changing social and economic needs compatible with our basic ideology and providing a massive shift from general education to more purposeful agro-technical education.

8. Providing a comprehensive programme of studies through the integration of general and technical education and by keeping options open to transfer from one course of study to another.

9. Providing academic freedom and due autonomy to educational institutions within the framework of national objectives requirements.

10. Ensuring active participation of teachers, students' representatives of parents and the community at large in educational affairs.

11. Generally promoting the welfare, dignity and responsibility of teachers and students.

These were some of the very lofty objectives which could only be achieved through an unwavering commitment to the Grand National cause by all concerned. To achieve the

above mentioned objectives the Policy then spelled out elaborate targets for all spheres of education ranging from Elementary Education to Secondary, Intermediate and Higher Education and from Technical, Vocational and Physical Education to Adult Education and Teachers Training etc. Unlike the previous policies this policy however did not touch the question of the medium of instructions.

National Education Policy - 1979

Soon after his assumption of the office of the Chief Martial Law Administrator, President General Muhammad Zia-ul-Haq convened a National Educational Conference. The Conference was fully represented by some of the eminent educationists, scholars, lawyers, teachers and students to recommend bold new ventures for the reconstruction of education in the country. The recommendations of this conference and advice of other Ministries / Divisions and Provincial Departments then formed the basis of the new policy.

The aims set for the education of the nation were:-

1. To foster in the hearts and minds of the people of Pakistan in general and the students in particular a deep and abiding loyalty to Islam and Pakistan and a living consciousness of their spiritual and ideological identity thereby strengthening unity of the outlook of the people of Pakistan on the basis of justice and fair play.
2. To create awareness in every student that he, as a member of Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of him to make a contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.

3. To produce citizens who are fully conversant with the Pakistan movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
4. To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.
5. To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development enabling them to effectively participate in overall national effort.
6. To impart quality education and develop fully according to their capacity, each individuals potentialities, through training and retraining and to develop the creative and innovative faculties of the people with a view to building their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.
7. To provide a minimum acceptable level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective to their faith, caste and creed in order to enable them to participate productively in the total national effort.
8. To create interest and love for learning and discipline among the youth and to ensure that every student is imbued with the realization that education is a continuous and a life-long process.
9. To promote and strengthen scientific, vocational and technological education, training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation.

These aims were to be achieved through following strategies:-

1. Highest priority will be assigned to the revision of curricula with a view to re-organizing the entire content around Islamic Ideology permeates the thinking of younger generation and help them with necessary conviction and ability to refashion society according to Islamic tenets.
2. Presently the two systems of education namely the traditional ‘Madrassah and Darul Uloom’ and ‘Modern School, College or University’ are engaged in dissemination of knowledge in their own way without any meaningful dialogue between the two resulting in a lopsided development of human personality in Pakistan. However, there are desirable features in both and the possibility of their fusion into an integrated national system of education will be explored.
3. National language will be used as the medium of instruction to strengthen ideological foundation of the nation and to foster unity of thought, brotherhood and sense of patriotism.
4. As far as possible, facilities and programmes of educational institutions will be attuned to the demographic factors, structure of the economy and needs of the labour market.
5. The interdependence of knowledge and action would be made manifest to train people for production methods and working conditions in the highly technical modern world.
6. A massive programme of equipping the farm and factory workers with specialized unit skills will be launched in order to raise productivity beginning with sectors which have promise to quick growth and development.

7. A total mobilization of community resources is required to be arranged including the use of mosques, civic building, factories etc. for spreading the benefits of fundamental education and special programmes instituted to achieve universal functional literacy.
8. Effective participation of local community in the development and maintenance of educational facilities will be enlisted to ensure that educational needs of the remotest parts of the country are met in shortest possible time at a minimum cost.
9. With due regard to the need for basic research, science and technological training would be linked with production in order to place scientific endeavour in the overall context of national reconstruction.
10. In order to build self-reliance and indigenous capability in critical fields of national importance, programs of training at the doctoral and post-doctoral level will be established and close collaboration between selected university departments, and the major research institutes in the country will be arranged.
11. Efforts will be made to achieve maximum results with a minimum outlay by assigning priority to consolidation and fuller utilization of existing institutions to bring about desired qualitative improvement and meet additional needs. New institutions shall, however, be opened in less developed regions to meet reasonable demand.
12. Curricula for female education will be related to the distinctive role assigned to women in an Islamic society, and to provide dedication up to the highest level to girls in separate institutions.

Having laid out the aims and the strategies, to achieve them the National Education Policy and Implementation Programme spelled out detailed policy objectives, coupled with the rationale and an elaborate programme to achieve them, covering all facets and levels of

the education. Besides routine / mainstream educational levels / programmes the policy also included policies for three new mediums of education as under:-

- i) The Mosque Schools.
- ii) The Mohalla (community) Schools.
- iii) The Village Workshop School.

Like all the previous policies and studies this one also adopted an anti-English stance. While dealing with the question of medium of instruction the policy statement issued in the policy document stated:-

“The continued existence of English medium schools as a legacy of the colonial era negates the principle of development of unity of thought by integrating different streams of education into a single unified and coherent system of education. it has, therefore, been decided that all Pakistani ‘English medium schools’ throughout the country will be required to adopt Urdu or an approved Provincial language as the medium of instruction. The nomenclature of ‘English medium school’ will be abolished.”

After such a clear anti-English policy statement the policy authors laid out following programme to streamline the issue of medium of instructions:-

1. Starting April 1979 all students admitted in class I in all English medium schools will undergo instructions through the medium of Urdu or an approved provincial language, which will be progressively introduced in successive grades thereafter.
2. Primary education will be imparted in National or approved provincial language depending upon the choice of Provincial governments.

3. A Provincial government may run educational institutions in approved provincial language. In such institutions Urdu will be a compulsory subject from class III onward.
4. English will be taught as a compulsory second language from class VI onward in all the schools.
5. National language will be used as an alternate medium of instruction at the college and university level progressively. Complete switch over to Urdu as a medium of instruction will be accomplished in a phased manner in a period of 5-7 years.
6. The decision to use National language at the professional and university education level as medium of instruction will be based on preparations made in this regard in due course.
7. The teachers in the existing English medium schools will be permitted to teach through the medium of Urdu or an approved provincial language.
8. Existing text books in the English medium schools in subjects other than English will be replaced by those written in Urdu or an approved provincial language.
9. No new English medium school will be opened throughout the country.
10. The task of standardisation of terminology will be undertaken on urgent basis.
11. Writing of Urdu books in scientific, professional and technical subjects will be encouraged. Selected books in various crucial subjects will be translated for adoption in universities and colleges.
12. In schools where the National language is the medium of instruction, one of the regional languages will be taught from class III onward.

National Education Policy 1998 - 2010

During his first tenure as Prime Minister, Mian Muhammad Nawaz Sharif, in 1992 issued an education policy which could, however, not be implemented due to the ouster of the Muslim League Government. During his second tenure in the office of Prime Minister in 1997 Mian Muhammad Nawaz Sharif took a fresh look at the state of education in the country and directed the Ministry of Education to formulate a new education policy.

In the 'Preface' to the policy document Dr. Safdar Mehmood Butt, the Secretary Education, stated:-

“Islam emphatically requires the quest for knowledge for all individuals and makes a provision of education as an obligation for the state. According to the reports on literacy published during the last decade of the 19th century, literacy rate among the Muslims of the Subcontinent was 65%. The 1951 census brought to light that the literacy ratio had declined to 13% compared to that at the time of independence of Pakistan. The present rate of literacy is estimated to be 38.9% signifying that the literacy rate is gradually increasing at the rate of half a percent during the last fifty years. Consequently Pakistan stands at 142nd position among 160 countries. It is certainly a depressing scenario”

For the first time in the history of Pakistan the Prime Minister of the country announced the policy in a live broadcast on television to the Nation. Briefly the goals set for the policy were as under:-

1. Attaining respectable levels of literacy by universalising basic education.
2. Making arrangements for providing quality education and reducing the gender disparities at all levels.
3. Encouraging private investment.

4. Making education purposeful and job oriented.
5. Upgrading the quality of higher education by encouraging internationally recognised research in the universities.
6. Reforming the system of examinations.
7. Evolving an efficient decentralised management structure.

The Major thrust therefore was on the eradication of illiteracy. Prime Minister spelled out the role of ‘The Prime Minister’s Literacy Commission’ to devise ways and means to “taking educational opportunities to the doorsteps of the deprived and the under-privileged segments of the society.”¹⁵ In this regard Government was to ensure provisioning of double shifts in the existing schools.

The Government also decided to promulgate and enforce a compulsory ‘Primary Education Act’ by 2004-05. Through these means it was expected that by the year 2002-03 almost 90% of the children in the Primary age group 5-9 years will go to schools, and by the year 2010 the enrolment will go to 100%.

The authors of the policy spelled out quite elaborate objectives for all spheres of education. Some of the important objectives set for the primary educations are briefly listed below:-

1. To integrate primary and middle level education into elementary education.
2. To enhance gross participation rate at primary level from existing 71% to by the year 2002-3 and 105% by 2010.
3. To increase participation rate at middle level from 46% to 65% by 2002-3 and -% by 2010.

4. To enhance retention and completion of primary education cycle up to 90% students (both boys and girls) by the year 2010.
5. To ensure achievement of minimum level of learning, up to 90% primary education students by the year 2010.
6. To expand and strengthen the base for secondary education.
7. To meet the basic learning needs of the child in terms of essential learning tools well as the basic learning contents.
8. To reduce the existing disparities to half by the year 2010.

Besides acute shortages of the physical facilities and infrastructure, one of the major impediments in the way of universalization of the education and reduction of the illiteracy, The Ministry of Education identified following challenges and issues confronting the elementary education:-

1. More than 5.5 million primary school age (5-9 years) children are left-outs.
2. Approximately 45% children drop-out of school at primary level.
3. Teachers' absenteeism is a common malady in schools, especially in the rural areas. Teachers lack commitment and motivation.
4. Instructional supervision is weak at elementary level.
5. About one-fourth of primary school teachers are untrained. However, present training infrastructure does not appear to improve the quality of instruction.
6. Learning materials are inadequate and of poor quality. Teaching methods are harsh and uncongenial for learning and motivating pupils.

7. Above all, character-building, which is the basic and fundamental objective of education and training, is neglected creating serious problems both for individual and the nation.

In order to increase the access and enhance the quality of elementary education following facilities were planned to be developed:-

Table No 1: Physical Targets in Elementary Education

Facilities/Services	Bench Mark 1996-97	9th Plan targets 2002-2003	Policy targets 2010	% increase
New Formal Primary Schools	145,000	162,000 (+17,000)	190,000 (+45,000)	31%
Mosque Schools	37,000	40,000 (+3,000)	57,000 (+20,000)	54%
Double shift in existing primary schools	-	20,000	20,000	-
Double shift in existing primary schools				
Non-Formal Basic Education School	7,177	82,177 (+75,000)	2,50,000 (+242,823)	3485%
Up gradation of primary schools to middle/elementary level	15,000	30,000 (+15,000)	60,000 (+45,000)	200%
Recruitment of additional teachers for primary schools	339,500	382,200 (+42,700)	527,000 (+187,500)	55%

The following policy provisions/implementation strategy in respect of involvement of private sector in education was made:-

1. There shall be regulatory bodies at the national provincial levels to regulate activities and smooth functioning of privately managed schools and institutions of higher education through proper rules and regulations.

2. A reasonable tax rebate shall be granted on the expenditure incurred on the setting up of educational facilities by the private sector. Grants in aid for specific purposes shall be provided to private institutions. Setting up of private technical institutions shall be encouraged.
3. Matching grants shall be provided for establishing educational institutions by the private sector in the rural areas or poor urban areas through Educational Foundations.
4. Existing institutions of higher learning shall be allowed to negotiate for financial assistance with donor agencies in collaboration with the Ministry of Education.
5. Educational institutions to be set up in the private sector shall be provided (a) plots in residential schemes on reserve prices, and (b) rebate on income tax, like industry.
6. In rural areas, schools shall be established through public private partnership schemes. The government shall not only provide free land to build the School but shall also bear a reasonable proportion of the cost of construction and management.
7. Companies, with a paid up capital of Rs 100 million or more shall be required under the law to establish and run educational institutions up to secondary level with funds provided by them.
8. Liberal loan facilities shall be extended to private educational institutions by financial institutions.
9. The private sector institutions at all level shall be allowed to collaborate with international institutions of repute for achieving common academic objectives, subject to laws to be framed in this context.
10. Schools running on non profit basis shall be exempted from all taxes.

11. Privately managed institutions shall be bound under law to admit, free of charge, at least 10% of the talented students belonging to the low-income groups.
12. Curricula of private institutions must conform to the principles laid down in the Federal supervisions of Curricula. Textbooks and Maintenance of Standards of Education Act. 1976.
13. The fee structure shall be developed in consultation with the government.
14. Selective de-nationalization of nationalized institutions shall be initiated.

Dual Systems of Education

One of the major problems highlighted in those studies / proposals was the dual systems of education operating side by side i.e. the 'Modern System' and the 'Classical System'. The Modern system was developed by the British to prepare the youth for Government service whereas the Classical system was developed by the Muslims to preserve the Islamic cultural values. This system was working in the form of Madrassas. It was realized at that time that while both of the systems generally remained unchanged; neither was meeting the needs of a modern state. It was therefore felt that there was a need to change the existing systems and to evolve an education policy which would be more in line with the political, social and economic needs of the country.

Failure of the Education System to Build National Consensus

The other problem indicated by the educationists at that time was the failure of the prevailing education system to promote a national consensus. It was highlighted that ever since its creation, Pakistan had shown surprising inability to develop any national consensus on breaking down the barrier between those who were taught in modern schools and those who followed the stream of religious schools (Madrassas).

The students of modern schools, particularly the Elite or English medium schools were said to have used English language in their day-to-day teaching and learning and whereas the students belonging to the religious schools were mostly denied this opportunity to learn English.

Having identified these problems the study then suggested certain ways to eliminate the above mentioned barriers. With regard to the Dual System of Education, which was thought to be operating on different extremes, it was suggested that the Classical system must be completely eliminated, primarily for the reason that the products of this system were unable to communicate with the products of the other system on the basis of equality.

This suggestion was however considered to be quite unwise. It was therefore suggested that the new policy should aim at providing a uniform and integrated system of education, which seeks to impart a common set of cultural values based on the precepts of Islam. Such a system should ensure a suitable and practicable mix and match of religious as well as secular subjects in both the systems. The integrated system of education should be able to establish equivalence between modern schools and Madrassas, where students should be taught all subjects and not just the 'Islamiyat or Islamic studies'.

The study and the ensuing proposals clearly stated that the new education policy must be able to break down the language barrier. It was mentioned that being the legacy of the British Raj English still remained the language of the administration in all the Government offices. Consequently the past and existing education policies also required English to be the transitional medium of instructions at the higher level. This dichotomy created a system of discrimination because among the general masses, it was Urdu or different regional languages which served as a means of communication or medium of instruction.

As a result of this disparity and distinction a void developed between the leaders/administrators or the Government machinery and the general masses. While the administration was thought to be completely unaware of the common man's problems, the common man on his part was found intimidated due to his poor ability to communicate in an alien language. According to the educationists this factor perpetuated a gulf between the rulers and the ruled. A proposal was therefore made to replace the English language with Urdu, through a definite program of conversion of the official language, because as per a policy decision, taken in 1954, the Government had already decided to introduce the National Language into official use by 1974.

The studies also pinpointed the dichotomy in the emphasis laid down between different levels of education. One of the main shortcomings of the existing education policy was considered to be the priority attached to the higher education and not the primary or elementary education. It was therefore suggested that since the education should be treated as an 'Investment in Man' and not just a social service hence there was a need to modify this policy and to refocus the emphasis on elementary education with a view to eliminating illiteracy at the grass root level. The target should be to impart literacy to 68 million by 1980.

While determining one of the major causes of dissatisfaction with the existing education system and policies it was stated that the academic standards were poor and were steadily deteriorating over the years. Following were stated to be the major contributing factors towards those falling standards:-

1. Inadequate finances allocated for the education sector.

2. Highly centralized and bureaucratic administration, which did not allow full play to the talents and capabilities of the teachers, the students and the educational research workers.

3. Lack of good teachers, both in quality as well as in quantity. Low salaries, denial of intellectual freedom and hold of administration through powers of appointment, promotion, transfer and dismissal had resulted in the discouragement of the talent to join the teaching profession.

4. Lack of emphasis on proper educational research.

To summarize, the major conclusions or the proposals put forward for the formulation of the new education policy are briefly listed as under:-

1. Impart a common set of cultural values based on the precepts of Islam.
2. Create a literate society.
3. Attach a high priority to the development of analytical and technical skills.
4. Attract some of the best talent of the country into the teaching profession.
5. Use education as a force of national unification.
6. Integrate Madrassas into the normal school system and bring later more in line with the nation's ideological demands.
7. Integrate primary and middle schools into elementary schools.
8. Reorganize secondary education.
9. Decentralize educational administration.

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Structuring a Theoretical Administrative Model for Teacher Education

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Abstract

Teacher Education is the chief responsibility of all the echelons of administration namely Provincial directorates, district management and Principals Head Masters. Negligence about the professional development of educators results in mal- functioning of the teaching learning process of all the ladders of our educational system. Change is inexorable and our educators have to be kept abreast of innovative methods and technologies for which professional courses, monitoring and supervisory practices need to be planned and programmed as a matter of necessity. Teacher Education needs a continuous effort for maintaining and enhancing quality education for all people involved in the system of education. For the educators it is a womb to tomb affair i.e. from induction to retirement and even post retirement replacement. All the administrative echelons involved cannot be absolved of these onerous responsibilities.

Keywords: teacher education, administration, theoretical model, administrators, innovative methods.

Introduction

It is an acknowledged fact that continuous professional development of the total staff is the responsibility of all the administrative echelons. Personnel administration does not simply concern itself with the filling of vacancies but also for the productivity and need

satisfaction of all personnel including the secretarial staff. Staff development in teaching-learning situations, however, remains the chief responsibility which needs to be properly planned, organized into a system and then pushed through certain supervisory channels.

Aim: The aim of this paper is to highlight some of the organizational and structural functions and the techniques employed by the administrative hierarchy for teacher education and will be restricted to the framing of organizational structures to ensure systematic teacher education programmes.

Scope: The dimensions of the school or college systems are manifold and the improvement in the performance of teachers from initial employment to retirement is the responsibility of education administration. We should understand that organizational responsibility for personnel development should not be ignored at all. Although personnel can and should try to improve their effectiveness without formal involvement of the system but systematic organizational planning should not be underrated. We should also recognize that staff development, therefore, aims at improving the performance of all incumbents in their present positions, developing key skills of the selected personnel to fill anticipated vacancies and promote their self-development.

Need for Personnel Development. The administrators need to correct the deficiencies of the poorly trained teachers, to train the inexperienced and to keep them abreast of educational innovations. They feel that pupil growth cannot be facilitated and enriched if teacher education programmes are not undertaken.

Conceptual Base of Teacher Education

- 1. Certain concepts have to be integrated into the normal working of the academic environment of the teaching institutions and they are as follows:-**

- a. The effectiveness of educational system depends on enfoldment of the hidden potentialities to the maximum
 - b. Educational training is a continuous and life – long process
 - c. Personal and professional development
 - d. Enough motivation will have to be provided to perceive development as a means of need satisfaction.
 - e. The programmes should be highly decentralized.
2. Performance management should replace the narrower concept of supervision.
 3. Performance appraisal is basic to the initiation of plans for improving individual performance.
 4. Investment in human resources adds to the capital formation in the form of skills and knowledge.
 5. Technology must be dove-tailed in professional development skills.
 6. The entire gamut of the programmes should include enabling and motivating academic environment, learning situations involving acquisition inquiry, discussions, practice and collaboration.

Standing Policy for Teacher Training Programmes

- i. It is important to announce publicly about the vision of developmental efforts of the administration. The declaration of such a vision should be in the written form
- ii. The vision statement may be like this: It is our intent to provide an appropriate development programme for every individual in our employ”

- iii. The vision translated into mission should in writing provide the administration and his staff with the authorization needed to establish overall plans for personnel development. It should be action - oriented

Role of Administration

1. The Provincial Secretariat for Education is responsible for creating the climate and the resources that make development activities possible. The administrative staff, along with line personnel, develops a master plan for personnel development. The Educational Extension Centers and the administrative staff of the provincial ministries should coordinate such plans. The Heads of the institutions are also responsible for determining the knowledge, abilities and skills essential to carrying out the work of their units and for proposing ways by which their subordinates can acquire these essentials. At the national level, the central Education Ministry holds seminars, conferences and workshops to give guidance and training to key personnel who in turn can be made to train personnel under regional plans.
2. Stated briefly, the responsibility for professional development programmes lies with District Administration, and provincial and Education Directorates, their curriculum wings and Extension centers and other ancillary departments.
3. The planning and successful coordination of its elements calls for both centralized and decentralized responsibilities. Under this concept every administrator is responsible for the professional efficiency of all the personnel within his jurisdiction. The Director of the Region is an operating authority and should bear general responsibility for all training programmes. The Director needs to help both line and staff administrators in collecting

information for planning suggesting programme models, preparing budgets and proposals, organizing off campus activities and initiating evaluation studies.

4. Manpower planning should include the characteristics of existing teaching cadres, current and anticipated vacancies, turn over, expansion rate, and forecast for next several years.

Programming Teacher Education

The programming of teacher education depends on the basis of developmental needs analysis the performance standards for each position ie instructional, administrative and service, programme content, instructional methods and media are decided.

Objectives of Teacher Education Programmes

The programmes should be so designed that the following objectives for class room teachers are incorporated at the planning stage:-

- i. Objective Techniques activities for class management and control align teacher learner / goals to attain learner intended outcomes & using advance organizers
- ii. Using New Educational Technology in teaching; set task goals that use concepts and actions that are available to the learner through zone of proximal development.
- iii. Clarify the structure of concepts to assist the organization of knowledge through scaffolding
- iv. Construct an appropriate practice environment and metacognition strategies / Monitor learner action and articulation of their concepts through observation, interviewing or phenomenology
- v. Ensure meaningful feedback to provide wholesome learning.

These objectives can be best realized if the teachers participate in the planning process, active predication is provided to them, metaeognition is encouraged, the practice environment for professional improvement is provided and the training is not didactic but reflective.

Teacher Training Methods

There is a wide variety of methods available to the Administrative hierarchy to choose from. We can group these into on-the-site and off-the-site methods.

On - the - Site Methods:

There are several on-the site methods which the local administrator can use in the teacher education programmes:-

On-the-job Training

The concept of mentoring is one of the oldest and most widely used methods of training. It consists of assigning new teacher to experienced teachers. This technique must be chosen for teaching particular skills. The competent and experienced teachers should have the ability to teach the job to somebody else. The trained teachers should be trained in the proper methods of instruction including use of reinforcement, knowledge of results, and distributed practice. These experienced teachers should be convinced that the training of new teachers in no way will threaten their job security or status.

Job Rotation: In job rotation the teachers can be placed in different jobs in different parts of the organization for a specified period of time. In this way they can gain an overall perspective of the organization and an understanding of the interrelationships among its various departments. Job rotation can help develop leadership by exposing trainees to a wide range of experiences. Job rotation can inject new ideas into different departments of the

organization. New concepts become infused and diffused throughout the organization. This variety of experience keeps people on the professional development path without getting bored with the same kind of work day in and day out.

Monitoring for Promotion: A prokationer person is supposed to assume, at some future time the full duties and responsibilities of the position currently held by his superior. The second masters or vice principals come under this category. The understudy method is a practical and fairly good way of training designated persons for greater management responsibilities. It emphasizes learning by doing. Motivation of the learner tends to be high. Further it relieves the Head of the Institutions of some of his work-load. It guarantees to the organization that it will not be placed at a serious disadvantage if the Head of the Institution goes on transfer, retirement or long leave. Teacher education programmes can also be entrusted to the second in command. It is a very useful technique and it is being practiced in the Army for a long time with very productive results. The concept of understudy needs to be made very potent and alive in all the academic Institutions.

Coaching: It is something every senior can do. It costs a little effort. It contributes towards improved performance by the individual and ultimately by whole work group. Coaching is somewhat distinguished from counseling. Generally speaking Coaching is a procedure by which a senior teaches job knowledge and skills to a subordinate. He indicates what he wants to be done, gives suggestions, follows up, and corrects errors. The objective is not only to teach and guide the subordinates in the performance of immediate assignments but also to provide him with diversified work involved so that he can professionally grow and advance. Professional management counseling by the administration on the other hand involves a discussion between the boss and the subordinates of areas concerned with the man's hopes,

fears, emotions and aspirations. It reaches out to even personal matters. Coaching can be implemented by doing a number of things. He can delegate more. He can assign not only the routine work but also important and complex problems. A principal or Head of the Department can give his subordinates an opportunity to participate in making important decisions affecting the department or the institution. This can be done best by a group conference of all management members. A good coach tells his men where they have done well and where they can improve. Behaviour modeling can be practiced by coaching. As a personnel development technique coaching requires the least centralized staff coordination. Every Principal or Head Master can coach his men regardless of whether or not top management has set up any formal management programme. Coaching is most effective when the incumbent models the correct behaviours being taught.

In Basket simulation Technique: This method consists of presenting a trainee with a description of a superior's job which the trainee is pretending to assume. For example a second master or vice principle or any person down the ladder is presented with a basket full of letters, memoranda, requests from subordinates, complaints etc. These materials are intended to simulate the kinds of problems an administrator might experience on a given day of work. The trainee is told to solve the problems by working through the in-basket items in the time allotted. The trainee is permitted to plan meetings, issue memoranda, draft letters, delay action, delegate decisions, and determine priorities. At the end of the day a critique session is held after the trainee explains his reasons for particular actions taken by him. Other simulation methods like case study and role playing are a variant of in-basket technique.

In- Service Training

- a. Reflective Practices

- b. Brain storming
- c. Buzz Sessions

Off-The Site Methods

These techniques include those approaches, which try to modify the skills, knowledge, and attitudes of trainees, preparing them to participate in certain practices away from the job premises. Some important methods are as follows: -

Empathy. The objective of sensitivity training is to give the trainee an understanding of how and why he acts towards other people as he does and of the way in which he affects them. This also provides him some insight into why other people act the way they do. He gets training in how to listen to individuals and groups and fosters an increased tolerance and understanding of the behaviour of others. However this method is useful for volunteers' only and careful selection of leaders should be made who are aware of the goals of training.

Conferences /Seminars. The conference method is essentially a small group discussion in which the leader plays a central role providing guidance and feedback. The participants take an active role in the discussion and get feedback regarding their individual actions and attitudes from the other participants. It teaches effective communication and decision making. In the seminars larger groups participate in order to articulate, correct and crystallize their concepts in situated learning conditions within the zones of proximal development. .

Miscellaneous Methods: The administrators should make use of a variety of other activities namely counseling sessions lectures, seminars, teacher or pupil guided discussions, workshops, meeting, special assignments, circulation of written material, case studies, films, recordings, television games, special study group research projects, brain- storming and

library advisory groups. Overseas scholarships and post – doc facilities must also be available in addition to internships for the new entrants

Implementing Teacher Education Programmes:

All such programmes need to be coordinated so that both individual and organization become mutually supportive. A development programme has to be an organized set of activities properly unified by a comprehensive plan catering to the individual and organizational development objectives. It involves the determination of specifics, as to how each will be carried out in the institutions, the selection of purposeful activities, the time-span for each of the several programmes, the personnel involved, how the money will be spent, the physical facilities required, appraisal procedures, and the structures needed to put the programme into effect. This means that even though certain development programmes will be initiated at the top level of the system, much of the responsibility for planning and implementing specific programmes will rest with unit heads such as principals, head masters, district executive officers as coordinators. The line, staff and service units in the school system have the prime responsibility for implementing the programmes.

Official Staff Management

Persons and social relationships are important in all administrative activities. This fact alone brings up the question of staffing to the minds of planners or organizers. The official staff work or official record keeping activities are important for all the programmes. Management is becoming increasingly complex. The number of office jobs should be commensurate with the number of teaching staff with the ratio suitable for efficient working. There should be training institution for the office management staff and their recruitment should not be left to the individuals themselves A special committee at the district level

should look into the recruitment and training of secretarial and office management staff. Qualifications should be prescribed for each job and prescribed appropriate tests should be administered for selection along with interviews. Competitive exams are held on a uniform basis to bring in the concept of equal opportunity for all and to cater for accountability.

In order to fix the authorization of posts, their recruitment, the assignment of responsibilities and the formulation of conditions of service, it is necessary that all jobs should be classified in terms of the task analysis relative importance of each task and appropriate pay scales for these. Advancement to the next grade may be done by examinations or some other form of internal selection system, namely on personal annual or periodic progress reports. There should exist sufficient opportunities for any competent official to progress from one grade or class to another. Job analysis techniques may be made use of to provide career service and promotional incentives. Much of the work out of some of the subjects such as allocation and posting, probation and training, reporting and promotion, selection, staff consultation, disciplining, dismissals and retirement, payment of salaries and pensions should be dished out through decentralization from the establishment office to the on-the-spot administrator i.e. principal or head of the institution.

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Relationship of Multiple Intelligences with Academic Achievement

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Abstract

An attempt was made to investigate the relationship of multiple intelligence and academic achievement among the university students through descriptive correlational research technique. The first objective of research was to investigate the relationship of multiple intelligence and academic achievement of university students, the second objective of the study was to investigate the role of demographic variation such as gender, discipline, family income, birth order, parents' qualification and profession in determining the levels and dimensions of multiple intelligence and academic achievement. In this study a stratified random sample of 250 male and female university students were collected from 4 private and public sector universities of Rawalpindi and Islamabad. Respondents' family income level ranged from 50,000 to 150,000. Two research tools were employed in this study, Simple Multiple Intelligence Inventory, (SMII) based on 80 items developed by Gardner was used for measurement of intelligence and academic achievement of the respondents measured through their results of first three semesters. After data collection it was analyzed with the help of SPSS 16 by applying various statistical tests such as Mean, SD, and Pearson correlation. On the basis of results, it was found that there is positive relationship between multiple intelligence and academic achievement. Private sector universities students possess higher score on the academic achievement as compared to the students of public sector universities. University management can provide creative competitive environment to the

learner so learner can develop their intelligence and achieve higher in their course of studies.

Keywords: Multiple Intelligences & Academic Achievement

Introduction

Academic achievement is something that a learner wants to achieve at educational institution i.e. school, college or university. Students' academic achievement is defined "as excellence in all academic disciplines, in class as well as in extracurricular activities". To be successful in academics the learner must have certain level of intelligence and a well-planned study habits.

Monitoring the academic performance serves various purposes. In order to promote academic performance and make full use of the learning process, evaluation of achievements and failures in a student's academic career is necessary. Results constitute a structure with an outline to measure a student's performance in school as a constant standard to which all students are held. Students can be ranked and sorted on a numerically obvious scale through performance results which also minimize complaints when teachers are held responsible for a particular subject or as a whole for cumulative grade. Universities are institution of higher education and research, which give academic degrees in different subjects to students.

If the students are high achiever then there are more chances of getting a good job in future while the students who will be showing poor performance in their academic records will be facing difficulties in getting job. Of the many factors that can influence academic achievement, the broad issues influencing performance in educational institution include level of intelligence, effects of peer relationship, degree of physical and mental health, habits of developing the study skills, parenting, quality and quantity of time spent with children and

socioeconomic status. Academic success may also be influenced by intelligence level, meeting of basic psychological and physical needs of the learner parental expectations from their offspring and well-trained motivating teachers (Anastasi & Urbina, 1997).

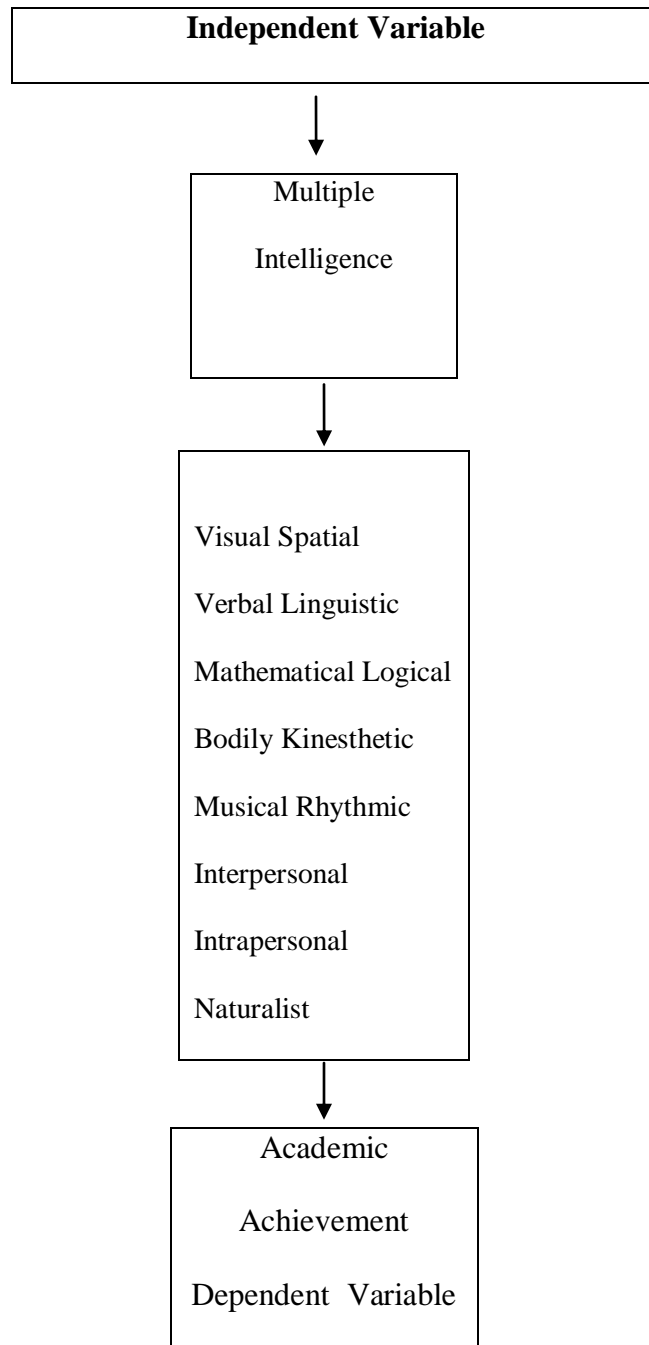
Sternberg defined intelligence as “the capacity to acquire and retain knowledge and to understand concepts and capacities and using the environment effectively during problem-solving and communication is called intelligence.” He broke these major components of intelligence into subcomponents e.g. knowledge acquisition has three basic subcomponents, selective encoding, selective combination and selective comparison

Woodworth & Marquis defined intelligence as “intellect put to use”. Intelligence is the use of intellectual abilities for handling a situation or accomplishing any task. Although dependent on knowledge, intelligence is using knowledge, instead of just having it (as cited in Sprinthall & C.R.Sprinthall, 1990).

Gardner (1999) presented the concept of multiple intelligence; his theory of multiple intelligence is based on skills and abilities of the learner. Gardner’s theory of multiple intelligences is based on studies not only of normal children and adults but also by studies of gifted individuals who have suffered brain damage, of experts and of individuals from diverse cultures. This led Gardner to break intelligence down into at least nine types such as visual intelligence, linguistic intelligence, logical intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existentialist intelligence.

Present study was carried out to investigate the relationship of multiple intelligence with academic achievement. In this study multiple intelligence is treated as independent variable while academic achievement is treated as a dependent variable.

Variables of Research



Statement of the Problem

The problem of the study was to unravel the impact of multiple intelligence on academic achievement in the context of the university students, it further aims to investigate

the role of demographic variables such as gender, discipline, family income, parents' qualification and parents' profession in determining the levels and dimension of multiple intelligence and academic achievement.

Objectives of the Study

The objectives of the study are as under:

1. To investigate the relationship of multiple intelligence and academic achievement in the context of university students.
2. To investigate the role of demographic variations such as gender, discipline and birth order in determining the levels and dimensions of multiple intelligence and academic achievement in the context of university students.

Hypotheses

1. There is a positive relationship between multiple intelligence and higher academic achievement.
2. Female university student's verbal/ linguistic abilities are more developed as compared to male university students.
3. Male university student's logical-mathematical abilities are more developed as compared to female university students.
4. The students of management sciences have higher verbal/linguistic abilities and visual/spatial abilities as compared to students of humanities and social sciences.
5. The students of management sciences have a developed interpersonal intelligence as compared to students of humanities and social sciences.

6. The students of management sciences have higher logical-mathematical ability as compared to students of social sciences and humanities.
7. Students of the private sector universities score higher on multiple intelligence inventory as compared to the students of the public sector universities.
8. Students of the private sector universities score higher on academic as compared to the students of the public sector universities.

Methodology

Sample

For present study a stratified random sample of 250 male and female students of public and private sector universities was collected i.e. Islamic International University, National University of Modern Languages, Foundation University and Women Institute for Science and Humanities.

Research Instruments

In this study for the measurement of multiple intelligence, Simple Multiple Intelligence Inventory developed by Gardner consisting of 80 items and 8 sub-scales was taken as research instrument. For the measurement of academic achievement the results of last 3 semesters were taken as an students' achievement score.

Procedure

The proposed research was designed to explore the relationship between multiple intelligence and academic achievement. This was a descriptive correlational research which was comprised in two parts. In first part of the study psychometric properties of research questionnaires was determined on a sample of 100 university students but the return rate was only 81. Second part of the study comprised of main study, in which a stratified random

sample of 250 students was selected from various universities of Rawalpindi and Islamabad. Data was collected through personal visit of the researchers to sample university. Data was analyzed according to objectives of the study with the help of SPSS 16 by applying various statistical tests such as, percentile analysis, mean, SD, linear regression, and Pearson correlation.

Results

During the process of instrument validation (psychometric properties and suitability of SMII on present sample) 22 insignificant items were removed and inventory was reduced to 58 items from 80 items. Cronbach's Alpha Coefficients of SMII was yielded an internal consistency coefficient of .637 for entire 58 items. Items total correlations ranges from .17 to .51. Norms of SMII were developed through percentile analysis, score of 189 falls on 25th percentile, characterizing low intelligence, where score of 204 falls on 50th percentile illustrating moderate intelligence and score of 218 falls on 75th percentile demonstrating high intelligence.

Cronbach's Alpha Coefficients of Academic Achievement was yielded an internal consistency coefficient of .814 for 3 semesters. Norms of academic achievement were also developed score of 199 falls on 25th percentile characterizing low academic achievement, whereas score of 217 falls on 50th percentile illustrating moderate academic achievement and score of 243 falls on 75th percentile demonstrating high academic achievement.

Table No 1: Correlation between Multiple Intelligence and Academic Achievement

	Multiple Intelligence	Academic Achievement
Multiple Intelligence		.72
Academic Achievement		

Correlation is significant at .01 levels.

Table 1 indicates the result of correlation between multiple intelligence and academic achievement. The results confirm the research hypothesis that there is a positive relationship between multiple intelligence and academic achievement.

Table No 2: Inter -Scales Correlation of Multiple Intelligence with Academic Achievement

Subscales	Ling	Log	Spat	Bodily	Music	Inter	Intra	Natural					
Linguistic													
Logical	.30												
Spatial	.39	.45											
Bodily	.38	.48	.41										
Musical	.30	.37	.27	.30									
Interpersonal	.45	.38	.39	.32	.32								
Intrapersonal	.26	.29	.34	.30	.22	.29							
Natural	.23	.24	.29	.35	.24	.25	.26						
Academic Achievement	.61	.72	.25	.20	-.25	.35	.30	.22	.65	.70	.66	.61	.51

Table 2 indicates the results of Inter scale correlation of the subscales of multiple intelligence inventory with academic achievement. From this table it can be seen that academic achievement has high correlation with Logical .72, Linguistic .61, Interpersonal .46, intrapersonal .30, Spatial .25, Bodily .20, Natural .22, Musical -.25.

Table No 3: Regression Analysis of Respondents Scores on the Multiple Intelligence Inventory for the Variable Type of University ((N=250)

Model Summary

<i>Model</i>	<i>R</i>	<i>R square</i>	<i>Adjusted R square</i>	Std. Error of the Estimate
1	0.012*	0.000	-0.004	21.688

a. Predictors: (Constant), university

ANOVA

<i>Model</i>		<i>Sum of squares</i>	<i>Df</i>	<i>Mean square</i>	<i>F</i>	Sig
1	Regression	18.005	1	18.005	0.038	0.845*
	Residual	116652.959	248	470.375		
	Total	116670.964	249			

a. Predictors: (Constant), university

b. Dependent Variable: multiple intelligence

Coefficients^a

<i>Model</i>		<i>Unstandardized</i>		<i>Standardized</i>	<i>t</i>	Sig.
		<i>Coefficients</i>		<i>Coefficients</i>		
		B	Std. Error	Beta		
1	(Constant)	203.248	4.149		48.991	0.000
	University	0.549	2.805	0.012	0.196	0.845

a. Dependent Variable: multiple intelligence

Table 3 describes the regression analysis of the respondents score for the variables type of university, regression analysis shows an insignificant difference in these responses of the subjects on the multiple intelligence (F value = 0.038 and sig. 0.845).

Table No 4 : Regression Analysis of Respondents Scores on the Study of Academic Achievement for the Variable Type of University (N=250)

Model Summary

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.444*	0.197	0.194	24.663

a. Predictors: (Constant), university

b. ANOVA

Model		Sum of squares	Df	Mean square	F	Sig
1	Regression	37113.749	1	37113.749	61.018	0.000*
	Residual	150844.287	248	608.243		
	Total	187958.036	249			

a. Predictors: (Constant), university

b. Dependent Variable: academic achievement

Coefficients^a

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	184.537	4.718		39.116	0.000
	University	24.913	3.189	0.444	7.811	0.000

a. Dependent Variable: academic achievement

Table 4 describes the regression analysis of the respondents score for the variables type of university, regression analysis shows significant difference in these responses of subjects on the academic achievement (F value = 61.018 and sig. 0.000).

Table 5 :Regression Analysis of Respondents Scores on the Multiple Intelligence Inventory for the Variable Type of Department (N=250)

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.120*	0.014	0.010	21.534

a. Predictors: (Constant), department

ANOVA

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	1674.331	1	1674.331	3.611	0.059*
	Residual	114996.633	248	463.696		
	Total	116670.964	249			

a. Predictors: (Constant), department

b. Dependent Variable: multiple intelligence

Coefficients

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	197.995	3.447		57.438	0.000
	Department	2.985	1.571	0.120	1.900	0.059

Dependent Variable: multiple intelligence

Table 5 describes the regression analysis of the respondents score for the variables type of department, regression analysis shows significant difference in these responses of subjects on the multiple intelligence (F value = 3.611 and sig. 0.059).

Table No 6: Regression Analysis of Respondents Scores on the Study of Academic Achievement for the Variable Type of Department (N=250) Model Summary

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.107*	0.011	0.007	27.371

a. Predictors: (Constant), department

ANOVA

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	2157.291	1	2157.291	2.879	0.091*
	Residual	185800.745	248	749.197		
	Total	187958.036	249			

a. Predictors: (Constant), department

b. Dependent Variable: academic achievement

Coefficients^a

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	212.486	4.382		48.495	0.000
	Department	3.388	1.997	0.107	1.697	0.091

a. Dependent Variable: academic achievement

Table 6 describes the regression analysis of the respondents score for the variables type of department, regression analysis shows significant difference in these responses of subjects on the academic achievement (F value = 2.879 and sig. 0.091).

Table No 7: Regression Analysis of Respondents Scores on the Study of Academic Achievement for the Variable Type of Intelligence (N=250)

Model Summary

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.052*	0.003	-0.001	27.492

a. Predictors: (Constant), multiple intelligence

ANOVA

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	511.096	1	511.096	0.676	0.412*
	Residual	187446.940	248	755.834		
	Total	187958.036	249			

a. Predictors: (Constant), multiple intelligence

b. Dependent Variable: academic achievement

Coefficients^a

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	205.813	16.512		12.464	0.000
	Intelligence	0.066	0.080	0.052	0.822	0.412

a. Dependent Variable: academic achievement

Table 7 describes the regression analysis of the respondents score for the variables type of multiple intelligence, regression analysis shows insignificant difference in these responses of subjects on the academic achievement (F value = 0.676 and sig. 0.412).

Table No 8 : Gender Wise Comparison of Linguistic Intelligence

Dimension Variables	Linguistic Intelligence	
	M	SD
Male	23.18	3.83
Female	23.27	3.69

Tables 8 indicate the results of linguistic intelligence for male and female university students. The results confirm the research hypothesis that female university students' linguistic abilities are developed more as compared to male university students (Male M=23.18, Female M= 23.27).

Table No 9: Comparison of Logical Intelligence in Male and Female Students

Dimension Variables	Male		Female	
	M	SD	M	SD
Logical Intelligence	32.25	3.99	27.79	4.23

Tables 9 indicate the results of logical intelligence among gender. The results confirm the research hypothesis that male university students' logical-mathematical abilities are developed more as compared to female university students (Male M= 32.25, Female M= 27.79).

Table No 10: Comparison of Public and Private Sector Universities on Multiple Intelligence Subscales

Subscales	Public		Private	
	M	SD	M	SD
Linguistic	23.41	3.81	22.96	3.64
Logical	27.55	4.25	28.65	3.87
Spatial	27.14	4.22	28.33	4.20
Bodily	32.38	4.57	32.21	4.61
Musical	19.72	5.28	19.62	4.82
Interpersonal	27.04	4.61	26.84	5.18
Intrapersonal	26.87	3.87	26.42	3.29
Natural	19.68	3.17	19.31	3.05
Total	203.79	33.78	204.34	32.66

Table 10 indicates the results of comparison of the public and private sector universities with subscales of the multiple intelligence. The results confirm the research hypothesis that students of the private sector universities score higher on multiple intelligence as compared to the students of public sector universities (Public M=203.79 , Private M=204.34).

Table No 12: Comparison of Public and Private Sector Universities with Academic Achievement

Dimension variables	Public		Private	
	M	SD	M	S
Semester 1	68.85	8.18	76.78	9.33
Semester 2	69.61	8.47	78.77	9.70
Semester 3	70.99	9.05	78.82	9.44
Total	209.45	25.7	234.37	28.47

Table 12 indicates the results of comparison of the public and private sector universities with academic achievement. The results confirm the research hypothesis that students of the private sector universities score higher on academic achievement as compared to the students of public sector universities (Public M=209.45 , Private M=234.37).

Discussion

Present research was descriptive correlational in nature in which two variables were used namely multiple intelligence and academic achievement. In this multiple intelligence are treated as independent variable, whereas academic achievement was considered as dependent variable. The major objectives of the study were to investigate the relationship between multiple intelligence and academic achievement, to weigh the impact of multiple intelligence on academic achievement of university students and to investigate the role of demographic variables such as gender and discipline in determining the levels and dimensions of multiple intelligence and academic achievement. Sample size was 250 male and female university students, data was collected from two public and two private

universities of Rawalpindi and Islamabad. In this research the measurement of multiple intelligence “Simple Multiple Intelligence Inventory” based on 80 items developed by Gardner was used .After pilot testing the items of Multiple Intelligence Inventory were reduced to 58 items from 80 items .Data was analyzed by using SPSS 16 and different statistics tests like percentile analysis, Linear Regression and Pearson Correlation was used to analyze the data. The result of the study revealed that there was positive relationship between multiple intelligence with academic achievement it was found that almost all the demographic variables effect on the multiple intelligence and academic achievement.

The department wise comparison of students’ scores on SMII revealed students of humanities and management sciences scored higher as compared to students of social sciences. The semester wise comparison of respondents of different universities revealed that the SMII and academic achievement of the 3rd semester students scored highest. The reason was that with the passage of time intelligence increases and the students become more serious towards their career and future. The gender wise comparison of university students shows that male students scored higher on SMII whereas female students scored more on academic achievement.

Conclusions

In the light of the analysis and interpretation of data, it revealed that the multiple intelligence and academic achievement are interrelated constructs in the teaching learning environment. Based on the findings of the study following conclusions were drawn:

1. Multiple intelligence and academic achievement are significantly positively correlated with each other.

2. The verbal / linguistic abilities and visual /spatial intelligence of the students of Management Sciences were higher as compared to students of humanities and social sciences.
3. The interpersonal intelligence skills of students of management sciences were more developed as compared to students of humanities and social sciences.
4. The logical-mathematical abilities of the students of management sciences were higher as compared to students of social sciences and humanities.
5. The verbal/linguistic abilities of the female university students were more developed as compared to male university students.
6. The logical–mathematical abilities of male university students were more developed as compared to female university students.
7. There was a negligible difference between the multiple intelligence of public and private sector universities’ students. The students of private sector universities possess higher multiple intelligence than the students of public sector universities.
8. Students of private sector universities scored higher in academics as compared to public sector universities.
9. There was a positive relationship between multiple intelligence and academic achievement.
10. Students of humanities and management sciences had higher score on the multiple intelligence inventory than the students of social sciences.
11. Male students had higher score on multiple intelligence while female students had higher score in academic achievement.

Recommendations

1. Awareness is very important for learning and improvement. So in order to increase student motivations and attitude towards studies university management can organize educational seminars.
2. University teachers by providing opportunities for polishing their knowledge as well as skills for this management can organize teacher training program in which they can train teachers through information concerning individual differences and (pedagogical techniques).
3. The male students may work hard to increase their academic achievement and pay more attention towards their studies, if they need extra help they may not feel any hesitation to discuss their problems with their teachers.
4. Government and universities may be designed and organized curriculum in a creative way around seven capacities of intelligence through which multiple intelligences can be enhanced which will eventually result in their increased academic achievement.
5. Teachers can use specific strategies that can enhance the linguistic, logical, spatial, bodily-kinesthetic, musical, intrapersonal, interpersonal and naturalist abilities of students, especially more attention may be given to the students of social sciences.
6. In order to develop competitive attitude teachers can assign challenging project and assignments to the learners comprising of diverse intelligences. Awareness programs through workshops and counseling and guidance may be conducted for students to make them aware about their intelligence for their success in academic social and professional life.

7. Individual differences and variations are there in the students so teachers may respect and consider these differences and should try to adopt the teaching strategies accordingly.
8. University management can provide creative competitive environment to the learner so learner can develop their intelligence and exhibit serious attitudes towards studies. Students may also be taught the importance of proactive behaviour so they may face the challenges of life effectively and successfully.
9. Teachers play an important role in the process of education, in order to impart quality education to students, it is recommended that teachers may train and teach reflective teaching practices so they can constantly improve their teaching in order to accommodate the needs of learner in a creative competitive learning environment.

Significance of the Study

The study will be helpful for students, teachers, university management, and parents of the students in order to understand causes behind the academic success.. If the teachers want to achieve the academic success of their learners then they have to respect the individual differences of the students. Results of the study can provide opportunity for the teachers to become aware of the level of intelligence . The study will help the teachers and parents to understand various levels and dimensions of intelligence. After learning the weak areas of their personality students can work hard in that dimension which will help them to enhance their academic scores.

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Mobile Phone Usage by University Students and Its Impact on Learning

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Abstract

The objectives of the study were to check the use, purposes and impacts of mobile phone on students' learning. The population of the study was students studying in the Universities of Islamabad and Rawalpindi cities. Stratified Random sampling technique was applied to select the respondents and questionnaire was constructed to collect the data. The conclusions of the study are: students use mobile phone during the lecture, disrupt the teaching learning process and waste their time, remain busy in text messaging. Students are neither aware of legislation regarding the ban about the use of mobile phone in educational institutions nor in favour of it. They are not attentive to the negative effects about the use of mobile phone such as criminal activities, reduction in the concentration level, health hazards and eroding of their intelligent brains. The educationists may think to design ways for positive use of this technology in the field of education.

Key words: Students, Mobile phone, Learning, Effects, positive and negative effects.

Introduction

Over the last five years, it has been observed that mobile phone use has become very common by all the segments of the society in the world likewise in Pakistan. The students

studying in schools, colleges and Universities make use of it for positive and negative purposes. It is indebted to the mobile phone companies who have put forth a range of mobile phones at very low cost. Moreover, there are lots of Network Services Providers with various features, which make that network more attractive for the students. These facilities are helpful in providing mobile learning opportunities to students studying at different levels. Mobile learning projects have illuminated the potential for mobile devices to support learning and bring changes in Higher Education Approaches (Cross, 2004). Typically these might involve the use of sophisticated devices running specialist software packages and focus on using mobile devices as part of highly student centered learning experiences at remote locations rather than in traditional learning settings. Few studies have explored how to harness existing infrastructures of personal mobile devices or the protocols of social communication for study purposes. Furthermore, little is known about how mobile mediated communication might complement more traditional learning and teaching contexts. Though it is a good approach to disseminate knowledge but it is also adversely affecting a stratum in our society that is students. Addiction to mobile phone is becoming so common that youngsters feel a group pressure to remain inter-connected and reachable round the clock. Children start to use it at an early stage of their lives. There seem to be a connection between intensive use of cell phones and academic compromising behavior such as bad grades and decreasing concentration level etc. Keeping in mind the fact that invention is for us and we are not for the invention. Students should not overwhelm themselves by this invention rather it should be used smartly to enhance their abilities rather than hindering in their way. Therefore, this study was conducted to analyze different uses of mobile phones and its impact on the learning of the students (Benish, 2012).

Literature review

Benish (2012) conducted study to explore the usage of mobile phones for non-academic purposes by the university students during lectures. The population of the study was the Master level students of National University of Modern Languages Islamabad. Descriptive method was applied and open ended questionnaire were constructed to collect the data of the study. It was concluded that the students may use them for playing games, sending jokes, communicating to their friends, etc. Most of the students use it to disturb the instructors and peers, but they still believe such usage is legitimate. The research revealed that 93% of the students responded that their cell phones are on quiet mode, 6% leave them open, and less than one percent completely shut down during the lecture. Most students (83%) state that they try to hide their activity with the cell phone from the instructor. 46% of the sample group responded that they would answer calls that are not urgent, and on doing so they leave the class. However, the society should find ways to restrict the usage of useful technologies that are found to be harmful in certain circumstances. They use different metaphors to communicate their gossips to fellow students. A metaphor is the replacement of an idea or concept with one that, for the emitter/sender, has a certain objective or subjective meanings (Marcos, 1993). They are (metaphors) not only a resource for communication and expression, they also have a deeper meaning as they formulate an essential mechanism of the mind (Martínez, Sauleda, & Huber, 2001), which structures much of an individual's conceptual and theoretical system by the help of metaphorical relationships. It works as a lens, a screen, or a filter of who we are and how we see ourselves in a given situation (Saban, 2010). One finds metaphors to be present in the context of the discovery of scientific knowledge, especially in the context of explanation and communication (Pramling, 2009).

Palen, Salzman and Youngs (2000) have studied behavior of new mobile phone users over a period of six weeks after acquisition of mobile phones. Using interviews and voice-mail, their study noted that pattern of mobile phone usage varied over time and there was significant deviation between the user predicted usages to their actual usage. However, they noted that new users over a period of time became more accepting of the use of mobile phones in public places. Their study found people initially adopted cell phones for safety, security and business in nearly all subjects in their study reported the use of their cell phones for social interactions had grown over a period of time.

Pew (2009) conducted study about the use of mobile phone from 12 to 17 years of the age group through telephonic interview. The data revealed that 88% of the respondents use it for text messaging, 64 % use it for exchanging pictures, 32 % use it for exchanging video, 31 % use it for instant messaging, 23 % use it for networking sites and 21 % use it for networking.

According to Grinter and Eldridge (2001), teenagers use text messages to arrange and adjust times to talk, coordinate with friends and family. Besides, nowadays mobile phones are equipped with various features that enable communication and entertainment for teenagers. Nurvitadhi (2003), conducted study of mobile phone usage of adolescents in Japan and USA found that a large number (69.53%) of Japanese adolescents preferred using the text messaging service while American adolescents (35.5%) favored the game features of the mobile phone. Japanese adolescents (40.21%) were also found to use more of MP3 features of mobile phones as compared to other features of the mobile phone. However, when the mobile phone becomes popular in the 21st century, initially the perception of mobile phone usage in the public was quite negative.

Mireia, Qiu, and Sey (2004) extensively looked into the rise of the mobile phone use among youth in a cross cultural perspective. Their stated hypothesis was that there is a youth culture that finds in mobile communication an adequate form of expression and reinforcement. The researchers cite evidence for the emergence of collective identity resulting from peer- grouping based on the networked sociability. They examine evidence in the United States where owning a mobile phone for a teenager has become a rite. This compilation brings up a wide variety of unique culture attributes for each of the countries or regions studied. However, there is little by the way of direct cross- cultural comparison for specific demographic segments. According to the International Telecommunications Union (2009), United Nations agency, are currently around 4.6 billion mobile phone subscribers across the globe, which is more than 50% of the world's population.

Teenagers have adopted text messaging as their primary form of text-based communication, preferring it even over e-mail (Lenhart, 2009). There are several reasons for the popularity of text messaging. It is quicker, cheaper, brief and free from greeting words. (Faulkner & Culwin, 2005). According to Grinter and Eldridge's (2001) content analysis of 477 messages by 10 teenagers in the United Kingdom revealed that they logged their texts and participate in discussion groups to explain their usage. About 40% of their texts included abbreviations, with over half of them being dropped letters or known abbreviations. It is also concluded that text messaging is more convenient. Phones can be switched to silent mode, so they do not disturb others, and allows texting to be done surreptitiously and away from parents or teachers.

Side effects of owning a mobile phone by teenagers

According to Hakoama (2009), over the past decade the world has seen rapid growth in cell phone users. Everyone from older adults to kids in high school seem to carry one glued to their ears, without understanding the possible health risks associated with the use of cellular telephones. Long term use of cellular phones for more than 10 years does show increased risk for acoustic neuroma and glioma. Adding that the risk is highest for exposure, meaning tumor on the same side of the brain where phone mostly held. The effect of mobile phone radiation has on human health is the subject of recent interest and study, as a result of the enormous increase in mobile phone usage throughout the world. Mobile phones use electromagnetic radiation in the microwave range, which some believe may be harmful to human health. A large body of research exists, both epidemiological and experimental, in non-human animals and in humans, of which the majority shows no definite causative relationship between exposure to mobile phones and harmful biological effects in humans. This is often paraphrased simply as the balance of evidence showing no harm to humans from mobile phones, although a significant number of individual studies do suggest such a relationship, or are inconclusive. Other digital wireless systems, such as data communication networks, produce similar radiation.

Khan (2009) conducted research on the topic: Adverse Effects of Excessive Mobile Phone Use. The main objective of the study was the impact of the use of mobile phone on the health of the students. The population of the study was the students studying in the Universities of Saudi Arabia. The questionnaire was developed to collect the data of the study. The research findings show that the excessive use of mobile phones may lead to symptoms such as headache, impaired concentration and memory and fatigue. It is also concluded that that the students are totally unaware of negative effects of the use of mobile phone on their health.

Academic distraction

Some students have the habit of keeping their mobile phones on during classes and studies, even in the library. They do so to show their classmates about the latest ringing tones. They distract other students, and even the teacher in the class. Some even put on vibration mode and are distracted by the vibration from calls during classes and school hours, diverting their concentration on who is calling at the moment (Benish, 2012).

The mobile phone with different memory capacity is used to download and store music of different lyrics and tones. The songs are being listened every now and then with the use of earpiece in the school and at home forgetting their academic work which is supposed to be their priority. Some even play these songs in the class, distracting the serious minded students, while the constant use of the earpiece makes it difficult for some of them to understand conversation. Once a student brings a book to study, and a call comes, that is the end of the study after the call, because their concentration will be on the call answered.

Most students spend hours playing different games in the phone namely real football games, soccer games, snakezia, car race, puzzle games etc. They enjoy these games to an extent of neglecting their academic work, assignments, homework etc. They even discuss these games at school encouraging others how interesting the games were, storing games in the memory instead of their studies. Analysis of performing an art/creative work and playing mobile phone games in twenty-nine secondary schools revealed that 50% can play mobile phone games very well, 27% can do their art/creativity work well while 23% can neither do the art/creative work nor play games well. In order words, the academic works suffers it most (Benish, 2012).

The cost of purchasing a mobile phone is expensive to students of secondary schools that have little or no earning source. Most of them prefer buying phones with their school fees to paying it. When this mobile phone is bought, the student has to recharge it and make calls, send text messages, browse and download some files. All these things cost money which can be used for their academic pursuit. The cost of repairing and replacing damaged/lost ones are not left out, because, the fact remains that once a student has started using phones, it must be repaired or replaced when damaged or lost. All these are unnecessary expenses for students.

Development of negative behaviour

Once a child (student) started using a mobile phone, the numbers will be distributed to different kinds of people who will develop a social relationship with him/her. Most of these phones are multi-media in nature such that they download and watch all sorts of pornographic pictures and movies. Telling lies has become a common thing to students with their mobile phones. Imagine a student in another place for days, told the parents that she went on excursion, which resulted to pregnancy after some months. Some of them are too proud of themselves when they have expensive phones. Some practice stealing in collaboration with lie to buy/ replace their phones. Some other atrocities like kidnapping, stealing etc are being carried out by some students with their mobile phones.

Most students are unable to concentrate on their studies because of the free calls (night calls) from different networks. These calls start 12:30am and end 4:30-5:00am, and some students make these calls daily, how can they learn when they are dizzy or sleeping in the class? How can they be mentally balanced health wise when they don't sleep normally like students? Some of them risk themselves making these calls outside the room because of

the distractions to others in the same room. The hours spent in making these calls, if utilized, can make the student emerge the best in academic activities.

Most of the students don't study again because of the points mentioned above; rather indulge in exam malpractice during internal and external examinations. Some make use of the calculator in the mobile phone, while others store some information in it. The worst of it is that others use it to send objective answers to those in the examination hall. The constant use of text messages also negatively affects the English language learning of the students. It contributes to the poor usage of proper English by secondary level student.

Merits of mobile phone usage

According to Patrick (2010) following are the advantages of using mobile phones by the students:

1. Cell phones may be useful at the time of emergency when there is natural or man-made calamities occur in the academic institution.
2. Working parents can be in touch with their children and guide them sitting in office.
3. Public phones are full of bacteria and the students may save themselves by using their personal phones
4. Students may discuss their academic problems with the classmates through the use of messages.
5. Students may download material related to the topics of study and share them in the class with the help of mobile phones and the like after school.

Objectives of the study

The objectives of the study were:

- 1 to check the purposes of the use of mobile phone.
- 2 to analyse the proportionate use of mobile equipments.
- 3 to find out the impacts of the use of mobile phone on students' learning.

Delimitation of the Study

The study will be delimited to:

1. Only the Education department of the Universities situated in Islamabad and Rawalpindi city.
2. Only to the students who are enrolled in Master programme

Methodology

Methodology of the study has been discussed under the following headings:

Population and Sampling

Population of the study was the students studying in Master of education programme in the formal Universities of Rawalpindi and Islamabad city. There are five Universities in the two cities that are running MA Education programme. They are PMAS- Arid Agriculture University Rawalpindi, Fatima Jinnah Women University Rawalpindi, Foundation University Rawalpindi, International Islamic University Islamabad, National University of Modern languages Islamabad. Fatima Jinnah Women University was not included in the sample selection because all the students in the MA programme were female. Stratified random sampling technique was applied to select the respondents of the study. Random sampling technique ensures equal participation of all the students in the sample, and in this way it is appropriate to generalize the results of the study. 15 male 15 female students from each

University were randomly selected. In this way, the total number of students from the four universities were 120 among them 60 were male and 60 were female students.

Method and Instrument of the study

It was a descriptive study and survey method was applied to collect the data of the study. The variables of the study were the different usage of mobile phone and its impact on the learning of the students. These variables are studied in natural setting; therefore, the questionnaire was constructed to collect the data of this study. Open and close ended form of questionnaire was constructed and the items of the instrument were related to the objectives of the study. It was constructed by the researcher himself and validated by the experts. It was pilot tested and some of the items were deleted and modified. The researcher approached the students himself to collect the data of the study. Collected data was analyzed applying simple percentage formula for drawing conclusions of the study

Analyses and interpretation of data

Table 1: Use of mobile phone by male and female students during lecture

Gender	Yes	Percentage	No	Percentage
Male	52	86.66	08	13.33
Female	57	95	3	5
Total	109	90.83	11	9.16

The table 1 indicates that 86.66 % of the male and 95 % of the female used mobile phone for attending calls and texting message during the lecture where as only 5 % of the female and 13.33 % of the male did not use it (mobile phone) during the lecture. The overall use of the

mobile phone during the lecture by the male and female students was 90.83 % where as 9.16 % of the sample group responded that they did not use the mobile phone during the lecture. It is revealed from different studies that human beings cannot perform two tasks at one time. It will definitely distract the attention of the students from their studies and brings academic loss at the end. It will also distract the attention of the teacher as well as of the fellow students during the learning process in the classroom (Benish, 2012).

Table 2: Types of facilities used in cell phone

Gender	SMSs	%	MMS	%	V. conv.	%	E-mail	%	Net	%
Male	12	20	2	3.33	42	70	2	3.33	2	3.33
Female	46	76.67	1	1.66	11	18.33	1	1.66	1	1.66
Total	58	48.33	3	2,5	53	44.16	3	2.5	3	2.5

The table presents data about the facilities used in the mobile phone by the students. It revealed that 20 % of the male group use for SMS where as 76.67 % female sample group used it for this purpose. The overall use of cell phone for SMS was 48.33 % of the sample group. 70 % of the male group uses it for voice conversation where as 18.33 % of the girls uses it for this purpose. It is reflected that girls are more inclined to the text messaging as compared to boys. 3.33 % of the boys use it for E-mail and net purposes where as 1.66 % of the girl of the given sample use it for net and E-mail purposes. The overall use of cell phone for voice conversation was 44.16 %. It is revealed that the students less use this facility

because of cost on the call where as the different companies offer message packages at subsidized rate.

Table 3: Preference of communication mode

Gender	Mobile phone	%	Landline	%
Male	55	91.66	5	8.33
Female	56	93.33	4	6.66
Total	111	92.5	9	7.5

The analyses of the table revealed that 91.66 % of the male and 93.33 % of the female of the sample group preferred to use mobile phone for communication purposes whereas 8.33 of the male and 6.66 % of the female of the sample group prefer landline for communication purposes. The overall use of mobile phone was 92.5 % whereas 7.5 % was using landline. It signifies the rising popularity trend among students about the use of mobile phone because of its convenience, transportability and less cost.

Table 4: Awareness about the Punjab Assembly bill regarding the ban on the cell phone in educational institutions

Gender	Awareness	%	Lack of awareness	%
Male	6	10	54	90
Female	3	5	57	95
Total	9	7.5	111	92.5

The table 4 indicates that 10 % of the male and 5 % of the female sample group knew about the ban on the use of mobile phone in the educational institutions whereas 90 % of the male and 95 % of the female sample group lack awareness about the ban of using cell phone in the educational institutions. It reflects that the school authorities and top level administration is least concerned about the implementation of the legislation at ground level. Nobody check the students about the use of cell phone in the educational premises.

Table 5: Ban on use of mobile phone conducive for learning

Gender	Yes	%	No	%
Male	36	60	24	40
Female	9	15	51	85
Total	45	37.5	73	60.83

The analyses of the table 5 reveals that 60 % of the male and 15 % of the female sample group responded that ban on the use of mobile phone is conducive for learning where as 40

% of the male and 85 % of the female were against it. The overall percentage of all the sample group in favour of the statement was 37.5 % where as 60.83 % was against it. It reflects the students are not in favour of the ban about the use of mobile phone in the educational institutions and the concerned department may work to motivate and prepare students to accept the legislation. They may educate them about the demerits of using mobile phone in the educational institutions by the students and loss to their studies.

Table 6: Excessive use of mobile phone lose concentration on studies

Gender	Yes	Percentage	No	Percentage
Male	54	90	06	10
Female	38	63.33	22	36.66
Total	92	76.66	28	23.33

The table 6 indicates that 90 % of the male and 38 % of the female sample group responded that excessive use of cell phone affects their concentration on studies where as only 10 % of the male and 36.66 % of the female were against it. 76.66 % from the overall sample group of male and female responded that use of the mobile phone lose their concentration on studies where as 23.33 % of the sample group responded that it did not affect their studies as far as the concentration factor is concerned. It is reflected that the students have become addicts as far as use of cell phone is concerned.

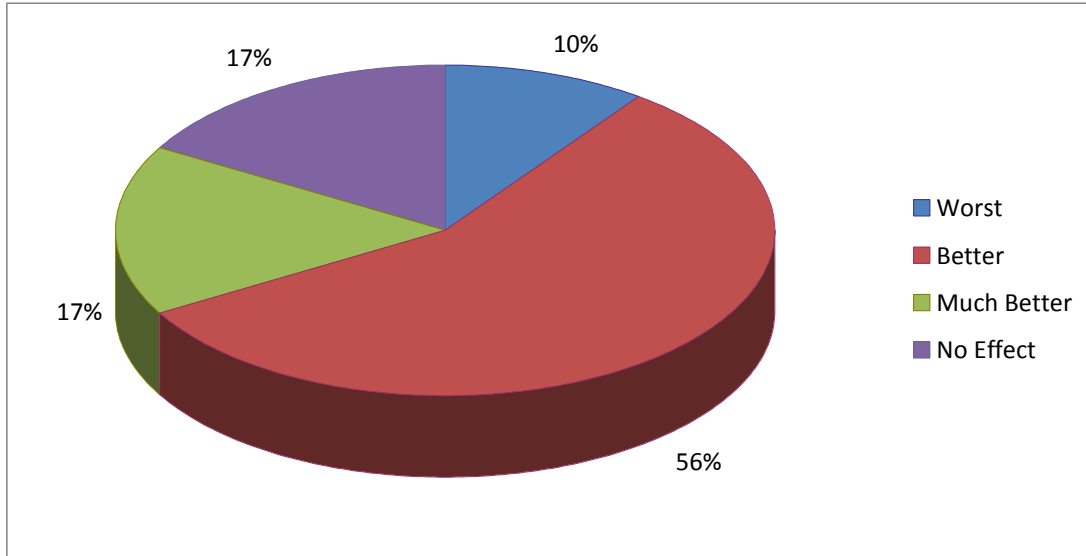
Graph 7: Performance in studies with the use of mobile phone**Table 7: Mobile phone confiscated by the teacher**

Gender	Yes	Percentage	No	%
Male	8	13.5	52	86.66
Female	6	10	54	90
Total	14	11.66	106	88.33

The table indicates that 56 % of the male and female sample group viewed that use of cell phone improve their performance in studies and 17 % responded that it improves *much better*. 10 % of the sample group responded that it affected negatively in their performance in studies and 10 % viewed that it had no effect at all. It is reflected that the students have become excessively habitual in the use of mobile phone and it has become part and parcel of their lives.

Graph 1 indicates that 13.5 % of the male and 52 % of the female sample group viewed that their mobile phone was confiscated by the teacher where as 86.66 % of the male and 90 % of the female responded that it was never confiscated by the teacher. The overall checking and confiscation of the cell phone of the sample group was 11.66 where as 88.33 % of the sample group responded that they were never checked by the teacher at all. It is revealed that the administrations of the educational institutions do not check students of keeping and using mobile phones in educational institutions. They are neglecting the legislation made by the Punjab Assembly.

Graph 1: Performance in studies with the use of mobile phone



Discussion and Conclusions

Following are the conclusions of the study:

It is concluded from the data that the majority of the students use mobile phone for attending calls and text activity during the lecture. It may disrupt the teaching learning process in the classroom and waste the precious time of students as well as of the teachers. It is an established fact that we cannot perform two tasks at one time. It may become the cause of the wastage of intellectual and financial resources, and has damaging effect on the quality of the education. The students instead of concentrating on their study may keep themselves busy in exchanging metaphorical messages that is also irritating for the teacher. The use of this technology may be banned in the academic institutions. As compensation, the communication arrangements to meet the immediate needs of the students may be established and properly monitored in the educational institutions.

It is also concluded that female student spend their longer hours on messaging process as compared to the boys on mobile phone. Their hands are always glue on mobile phones. The use of mobile phone for voice conversation among boys is greater as compared to the girls. Only small number of students uses mobile phone for internet and e-mail purposes. It is reflected that this facility is costly, and as a result, it is not used by the students living in the developing countries of the world. The use of mobile phone instead of landline phone is rising gradually. This is because of the availability of mobile set and call packages at very low price. They do not use the mobile phone for academic purposes and enhance their learning but exchanging gossips and tit bits. In this way, this technology is not properly used by the students studying in the universities of Islamabad and Rawalpindi cities of Pakistan. The educationists have to think about the ways to check the misuse of mobile phones in the educational institutions and methods of motivating students to properly use it for educational purposes.

The constitutional amendments and legislation are made to ensure uniformity, justice and equality among people. They are not only changes in the book of constitution rather changes in the working and behaviour of the people. It is also revealed from the data that the majority of the students studying in the Universities of Pakistan are unaware of the ban on the use of mobile phone in the educational institutions. It is reflected that the administration is least concerned about the application of the constitutional amendments in our schools and colleges. The school administration do not check student about the use of mobile phone and the laws only exist on paper.

The majority of the students are not in favour of the ban on the use of mobile phone in educational institutions. They do not agree to the fact that the mobile phone disrupts the learning process in the classroom. The educational administrators and counselors may take steps to educate the students about the negative effects of the use phone on their studies as well as on their health. They think that it has positive effects on their studies. They have become the addicts as far as mobile use is concerned.

Cell phones are the most dynamic communication devices of the digital age and it has proved to be one of the highly beneficial tools for many tasks and activities along with some negative effects and wrong use of this device for criminal activities. It all depends on how it is being used. The main negative effects are the reduction in the concentration level of students, health hazards, tiredness, headache, addiction to mobile phone and criminal activities. Their intelligent brains start to erode because of non-availability of peace, rest and relaxation.

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Discrepancy in Results of Boards and Entry Test at College Level

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Abstract

The study aims at measuring discrepancy of various boards of intermediate and secondary education (BISE) examination and educational testing and evaluation Agency (ETEA) in Khaiber Pukhtoon Khawa (KPK). The population of the study consisted of all the BISE in KPK and all the intermediate level students who have appeared in both the above-mentioned examinations. The sample of the study was 541 students. These students were randomly selected for those who had obtained 60% and above marks in both the examinations during the sessions 2006-07, 2007-08 and 2008-09. The data collected was organized, analyzed, interpreted and tabulated. The study found no significant relationship between the marks scores in board examination and in entry test.

Keywords: discrepancy, board examination, educational testing and evaluation agency, students of higher secondary level.

Introduction

External examinations are not always the best form of student's evaluation. Students' success in such examinations may only be due to their general retentive ability or good memory. External examinations also limit the scope of teachers tend to teach only that part of the course considered useful from examination point of view. So semester system was tried, but it also did not work. Government of Pakistan, in 1998 introduced a parallel system for successful students of intermediate and those interested in getting admission in medical and engineering colleges to encourage merit and to check the unfair means used in intermediate examinations. This examination covers the whole course with no discrimination of staff center and availability for the examination. This is called entry test examination conducted

by educational evaluation and testing agency (ETEA). This study aims to ascertain the relationship of examination conducted by Board of Intermediate and Secondary Education (BISE) and educational evaluation and testing agency (ETEA).

Review of Literature

The purpose of public examinations conducted by these boards is clearly that of promotion, selection and certification.

Gipps (1996) who points out, “assessment carried out for these purposes is likely to be more superficial and needs to be more ‘objective’ or reliable....” These examinations are sole determinants of students’ future career in pursuing further or higher education or getting into the job market.

Khushk and Charistie (2004) claim, “Pakistan is listed among the developing nation of the world. The prevalence of low quality education in the country is one of the major constraints on its development. Minimal use of modern assessment techniques and dependency on traditional learning processes are the significant factor of low quality education in country. At the foundation of Pakistan there was a single examinations board, which was responsible for examining students from all over the country. Since then the number of examination boards has gradually increased to 23 in line with growing numbers of candidate, while the level of quality education in most institutions has not only been improved to satisfy the academic needs of the time but deteriorated due to malpractices in examination”.

"Equity and validity considerations require that no candidate for a particular public examination is granted an unfair advantage over other candidates. An unfair advantage would be obtained, for example, if a student had prior access to an examination paper or received support from an external source during the course of examination. It occurs in the United States among students taking the Scholastic Aptitude tests (Haney, 1993) and probably in every other country throughout the world. In developing countries, extensive malpractice, including bribery, threats, physical abuse, and a variety of ingenious methods to gain an unfair advantage serve to highlight the importance of public examinations in the lives of the students and of their families".

The issue of malpractice has become so predominant in Pakistan that the Punjab Commission for Evaluation of Examination System and Eradication of Malpractices (1992) concluded that "Cheating in the examination now knows no bounds. Those who dare and those who wield any kind of authority can do all they want during examinations, without any fear of punitive action. Leaked papers answer books, continuation sheets, and solved examination questions were freely available at a price. Chairmen of BISEs (Boards of Intermediate and Secondary Education) are completely helpless to take action against the faulting examinees, corrupt subordinates and (are unable) to resist threatening dictates of some bureaucrats, public representatives and gangsters. "

In the context of widespread malpractice, it is not surprising that a review of 29 separate reporters and police papers in Pakistan concluded that public examinations "had become devoid of validity, reliability and credibility" (Erfan, 1990). If this is so, the conclusion of a Commission established in the Pakistan province of Punjab that the

examination system had contributed to a lowering of educational standards should not surprise us (Punjab. Commission for Evaluation of Examination system and Eradication of Malpractices, 1992).

Given the amount of malpractice associated with public examinations, it is to be expected that, despite the obvious educational advantages of school-based assessment, examination bodies in many developing countries have little confidence in marks derived from such assessments. For example, school-based assessment was doomed in Srilanka when evidence was produced of work being done by paid outsiders and of unfair advantage for well equipped schools and wealthy students (Kariyawasam, 1993; UCLES, 1990). In China, percentage of "meritorious" students to gain admission to college or university on the basis of school recommendation needs to be examined for possible bias and malpractice (Hao, 1993).

Efforts to combat or detect malpractice include overseas printing of examination booklets and answer sheets in Bangladesh (UCLES, 1989) and in Kenya (McGuinness). Donoghue, Yussufu, & Kithuka, 1990), administration of oaths of secrecy in Zambia. (Kellaghan, Martin, & Sheehan, 1989), requiring examination setters to reside in a hotel for two months without outside contact in China (Lewin & Lu, 1991), comparison of scripts where copying is suspected, and acting on reports of cheating by other candidates in Uganda (Ongom, 1990).

The problem was faced not only by the underdeveloped countries, but developed countries too were the victims of the same problem, especially in case of students pursuing higher studies in the developed countries. The developed countries introduced Teaching of English as Foreign Language (TOEFL), International English Language Testing System

(IELT), Graduate Records Examination (GRE) and Graduate Management Assessment Test (GMAT). TOFEL and IELT have been very affective in analyzing examinees English language proficiency. Lee (2008) Eiji (2004) and ken (2004).

Since Pakistan, was confronted with the same problem. Therefore the government of KPK introduced entry test examination for admitting students to professional colleges through introducing entry test examination. The need for establishing ETEA was felt due to huge discrepancies in marks in various boards. So ETEA was established through ordinance 2001.

“Whereas it is expedient to provide for the establishment of an independent and autonomous educational testing and evaluation agency in the Khyber Pakhtunkhwa Province for the development of resources and systems for the conduct of educational evaluation and testing for the educational institutions in a transparent, uninfluenced and academically sound manner”.

Statement of the Problem

Final terminal examination for intermediate is conducted annually by boards of intermediate and secondary examinations. After passing this examination candidates are awarded higher secondary school certificates in pre-medical, pre-engineering and computer sciences or in social sciences. After, they have to appear for entry test if they want to get admission in professional education.

Problem Statement: The problem under present studies consideration was to explore the discrepancy in final results of education boards and entry test at intermediate level.

Objectives: The study aimed to achieve the following objectives:

- i) To compare marks secured in BISE results and marks scored in entry test of pre-medical students.
- ii) To find out scored differences in BISE results and marks scored in entry test of engineering.

Statement of the Hypotheses

The following hypotheses were tested:

- I. There is no significant difference between the marks secured in BISE examination and marks secured in entry test conducted by ETEA.
- II. Examination conducted by ETEA is more credible than examination conducted by boards.

Delimitation

1. To intermediate and secondary education board of KPK.
2. To measure the results for years: 2006-07, 2007-08, 2008-09
3. Entry test results of medical.
4. Entry test results of engineering UET Peshawar
5. Acquiring data from authorizes from BISE Peshawar, Mardan, Abbottabad, Kohat and ETEA.

Methodology

The effectiveness and success of every research is always based on the very methodology and technique through which the data is collected.

Population of the Study and Sample Size

The population of this study includes all students of faculty of science (F.Sc) in both Pre-Medical & Pre-Engineering of all boards of Intermediates and Secondary Education in Khyber Pakhtunkhwa.

The sample of study includes 541 students. This includes both Medical and Engineering students, who appeared in BISE examination and entry test examination in 2006, 2007 and 2008, were randomly selected on the basis from the whole population who got 60% and above marks in both the examinations.

Out of these 541 students, 344 students from Medical group were randomly selected 15% sample of the total population, due to small population of engineering group all the 197 students were selected for this study.

Data Collection and Data Analysis

Data for the study were collected from official gazettes of all the boards of NWFP and ETEA results during the sessions 2006-07, 2007-08 and 2008-09. After collecting the data from the gazettes notification of the B.I.S.E and ETEA, were analyzed using Z - test.

$$\text{Where } Z = \frac{(\bar{X}_1 - \bar{X}_2) - \mu_1 - \mu_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

Z has standard normal distribution under H_0 .

\bar{X}_1 Sample average score in BISE Examination.

\bar{X}_2 Sample average score in Entry Test Examination.

μ_1 overall average score in BISE Examination.

μ_2 overall average score in Entry Test Examination.

S_1^2 Sample Standard deviation in BISE Examination.

S_2^2 Sample Standard deviation in Entry Test Examination.

n_1 No. of Students appeared in BISE Examination.

n_2 No. of Students appeared in Entry Test Examination.

Results and Discussion

It includes data analysis, results and discussion. To test the hypothesis that the entry test examination is more credible than BISE exam it is preceded as follows:

Null and alternative hypotheses were formulated as follow:

H_0 : There is no significant difference between the marks secured by the students in BISE examination and marks secured in entry test examination.

$H_0: \mu_1 = \mu_2$

H_1 : Examination conducted by ETEA is more credible than examination conducted by boards i.e. $H_1: \mu_1 > \mu_2$ where μ_1 is average marks of all the population students in F.Sc. Exam and μ_2 is average marks of the population students in entry test exams.

ii. $P = 0.05$

iii. Test statistic was used as Z – test.

$$\text{Where } Z = \frac{(\bar{X}_1 - \bar{X}_2) - \mu_1 - \mu_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Z has standard normal distribution under H_0 .

iv. Critical region is $Z > Z_{0.05} = 1.645$

v. The value of Z is computed from sample data as follow.

Medical Students for the Session: 2006-07

The following table was constructed and Z-test was applied for the session 2006-07.

BISE Examination					Entry Test Examination		
Marks %age	Midvalue X %age	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	1	62.5	3906.25	66	4125	257812.5
66-70	67.5	5	337.5	22781.25	40	2700	182250
71-75	72.5	18	1305.00	94612.50	23	16675	120893.75
76 above	77.5	118	9145	708737.50	13	10075	78081.25
		142	10850	830037.50	142	9500.00	639037.5

$$\bar{X}_1 = 76.41$$

$$\bar{X}_2 = 66.90$$

$$S_1^2 = 7.08$$

$$S_2^2 = 24.46$$

$$Z = 20.2$$

As $Z = 20.2 > 1.645$ falls in critical region. So H_0 is rejected. Hence the result showed by sample data that the average marks of two types of exams are highly significant at 0.05 level of significance. Which means the entry test examination 2006-07 is more credible than board examination 2006-07.

Medical Students for the Session 2007 –08

The following table was constructed and Z-test was applied for the session 2007-08.

BISE examination					Entry Test Examination		
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	55	3437.5	214843.75
66-70	67.5	2	135.0	9112.50	35	2362.5	159468.75
71-75	72.5	5	362.5	26281.25	13	942.5	68331.5
76 above	77.5	105	8137.5	630656.25	9	697.5	54056.25
		112	8635	666050.00	112	7440.00	496700.00

$$\bar{X}_1 = 77.1$$

$$\bar{X}_2 = 66.4$$

$$S_1^2 = 2.46$$

$$S_2^2 = 25.8$$

$$Z = 25.4$$

As $Z = 25.4 > 1.645$ falls in critical region. So H_0 is rejected. And hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2007-08 is more credible than board examination 2007-08.

Medical Students for the Session 2008 –09

The following table was constructed and Z-test was applied for the session 2008-09.

BISE examination					Entry Test Examination			
Marks %age	<i>Midvalue</i> <i>X %age</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2	
60-65	62.5	0	0	0	51	3187.5	199218.75	
66-70	67.5	2	135.0	9112.50	26	1755.0	118462.50	
71-75	72.5	1	72.5	5256.25	9	652.50	47306.25	
76 above	77.5	87	6707.7	519846.75	4	310.0	24025.00	
		90	6915.2	534215.5	90	5905.0	389012.5	

$$\bar{X}_1 = 76.84$$

$$\bar{X}_2 = 65.6$$

$$S_1^2 = 31.3$$

$$S_2^2 = 19$$

$$Z = 15.00$$

As $Z = 15.00 > 1.645$ falls in critical region. So H_0 is rejected. And hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2008-09 is more credible than board examination 2008-09.

Engineering Students for the Session 2006–07.

The following table was constructed and Z-test was applied for the session 2006-07.

BISE examination					Entry Test Examination		
Marks %age	<i>Midvalue</i> <i>X %age</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	46	2875	179687.5
66-70	67.5	1	67.5	4556.25	20	1350	91125
71-75	72.5	10	725	52562.5	10	725	52562.5
76 & above	77.5	67	5192.5	402418.75	2	155	12012.5
		78	5985	459539.5	78	5105	335387.5

$$\bar{X}_1 = 76.73$$

$$\bar{X}_2 = 65.45$$

$$S_1^2 = 4$$

$$S_2^2 = 16.13$$

$$Z = 22.5$$

A $Z = 22.5 > 1.645$ falls in the critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. Which means that the entry test examination 2006-07 is more credible than board examination 2006-07?

Engineering Students for the Session 2007–08

The following table was constructed and Z-test was applied for the session 2007-08.

BISE examination					Entry Test Examination			
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2	
60-65	62.5	0	0	0	18	112.5	70312.5	
66-70	67.5	0	0	0	11	742.5	50118.75	
71-75	72.5	4	290	21025	3	217.5	15768.75	
76 & above	77.5	29	2247.5	174181.25	01	77.5	6006.25	
		33	2537.5	195206.25	33	2162.5	142206.25	
$\bar{X}_1 = 76.89$		$\bar{X}_2 = 65.53$						
$S_1^2 = 3.27$		$S_2^2 = 15.0$						

$Z = 15.35$

As $Z = 15.35 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is significant at 0.05 level of significance. Which means that the entry test examination 2007-08 is more credible than board examination 2007-08?

Engineering Students for the Session 2008–09

The following table was constructed and Z-test was applied for the session 2008-09.

BISE examination					Entry Test Examination			
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	F_2X	f_2X^2	
60-65	62.5	1	62.5	3906.25	58	3625	226562.5	
66-70	67.5	0	0	0	21	1417.5	95681.25	
71-75	72.5	17	1232.5	89356.25	4	290	21025	
76 & above	77.5	68	5270	408425	3	232.5	18018.75	
		86	6565	501687.5	86	5565	361287.5	

$$\bar{X}_1 = 76.34$$

$$\bar{X}_2 = 64.7$$

$$S_1^2 = 57.78$$

$$S_2^2 = 15$$

$$Z = 23.7$$

As $Z = 23.7 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2008-09 is more credible than board examination 2008-09.

Medical (Male) Students for the Session 2006 – 07

The following table was constructed and Z-test was applied for the session 2006-07.

BISE examination					Entry Test Examination			
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2	
60-65	62.5	1	62.5	3906.25	47	2937.5	183593.75	
66-70	67.5	3	202.5	13668.75	32	2160	145800	
71-75	72.5	14	1015	73587.5	18	1305	94612.5	
76 & above	77.5	88	6820	528550	9	697.5	54056.25	
		106	8100	619712.5	106	7100	478062.5	

$$\bar{X}_1 = 76.4$$

$$\bar{X}_2 = 67$$

$$S_1^2 = 9.4$$

$$S_2^2 = 21$$

$$Z = 17$$

As $Z = 17 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is high significant at 0.05 level of significance. This means that the entry test examination 2006-07 is more credible than board examination 2006-07.

Medical (Male) Students for the Session 2007–08.

The following table was constructed and Z-test was applied for the session 2007-08.

BISE examination					Entry Test Examination				
Marks	Midvalue	No	of	F_1X	f_1X^2	No	of	f_2X	f_2X^2
%age	$X\%$ age	Students				student			
		f_1				f_2			
60-65	62.5	0		0	0	32		2000	125000
66-70	67.5	1		67.5	456.25	21		1417.5	95681.25
71-75	72.5	3		217.5	15768.25	9		652.5	47306.25
76 & above	77.5	64		4960	384400	6		465	36037.5
		68		5245.0	404724.5	68		4535	304025

$$\bar{X}_1 = 77.00$$

$$\bar{X}_2 = 66.7$$

$$S_1^2 = 22.8$$

$$S_2^2 = 22$$

$$Z = \frac{10.3}{0.8} = 12.87$$

As $Z = 12.87 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is significantly high at 0.05 level of significance. This means that the entry test examination 2007-08 is more credible than board examination 2007-08.

Medical (Male) Students for the Session 2008–09

The following table was constructed and Z-test was applied for the session 2008-09.

BISE examination					Entry Test Examination				
Marks	Midvalue	No	of	F ₁ X	f ₁ X ²	No	of	f ₂ X	f ₂ X ²
%age	X %age	Students				student			
		f ₁				f ₂			
60-65	62.5	0		0	0	34		2125	132812.5
66-70	67.5	2		135	9112.5	18		1215	82012.5
71-75	72.5	0		0	0	6		435	31537.5
76 & above	77.5	58		4495	348362.5	2		155	12012.5
		60		4630	357475	60		3930	258375

$$\bar{X}_1 = 77.16$$

$$\bar{X}_2 = 65.5$$

$$S_1^2 = 4.25$$

$$S_2^2 = 16$$

$$Z = \frac{11.66}{0.58} = 20.1$$

As $Z = 20.1 > 1.645$ falls in critical region. So H₀ is rejected and the result is significantly high at 0.05 level of significance. This means that the entry test examination 2008-09 is more credible than board examination 2008-09.

Medical (Female) Students for the Session 2006–07

The following table was constructed and Z-test was applied for the session 2006-07.

BISE examination					Entry Test Examination			
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2	
60-65	62.5	0	0	0	19	1187.5	74218.75	
66-70	67.5	2	135	9112.5	8	540	36450	
71-75	72.5	4	290	21025	5	362.5	26281.25	
76 & above	77.5	30	2325	180187.5	4	310	24025	
		36	2750	210325	36	2400	160975	

$$\bar{X}_1 = 76.4$$

$$\bar{X}_2 = 66.67$$

$$S_1^2 = 5.40$$

$$S_2^2 = 2664$$

$$Z = \frac{7.73}{0.94} = 8.22$$

As $Z = 8.22 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is significant at 0.05 level of significance. This means that the entry test examination 2006-07 is more credible than board examination 2006-07.

Medical (Female) Students for the Session 2007-08

The following table was constructed and Z-test was applied for the session 2007-08.

BISE examination					Entry Test Examination				
Marks	Midvalue	No	of	f_1X	f_1X^2	No	of	f_2X	f_2X^2
%age	$X\%$	Students				student			
		f_1				f_2			
60-65	62.5	0		0	0	23		1437.5	89843.75
66-70	67.5	1		67.5	4556.25	14		945	63787.5
71-75	72.5	2		145	10512.5	04		290	21025
76 & above	77.5	41		3177.5	246256.25	03		232.5	18018.75
		44		3390	261325	44		2905	192675
$\bar{X}_1 = 77.04$		$\bar{X}_2 = 66.02$							

$$S_1^2 = 4.04$$

$$S_2^2 = 20.3$$

$$Z = 14.89$$

As $Z = 14.89 > 1.645$ falls in critical region. So H_0 is rejected and hence result is highly significant at 0.05 level of significance. This means that the entry test examination 2007-08 is more credible than board examination 2007-08.

Medical (Female) Students for the Session 2008–09

The following table was constructed and Z-test was applied for the session 2008-09.

BISE examination					Entry Test Examination				
Marks	Midvalue	No	of	F_1X	f_1X^2	No	of	f_2X	f_2X^2
%age	$X\%$ age	Students				student			
		f_1				f_2			
60-65	62.5	0		0	0	16		1000	62500
66-70	67.5	0		0	0	8		540	36450
71-75	72.5	01		72.5	5256.25	3		217.5	15768.75
76 & above	77.5	28		2170	168175	2		155	12012.5
		29		2242.5	173431.25	29		1912.5	126731.25

$$\bar{X}_1 = 77.3$$

$$\bar{X}_2 = 65.9$$

$$S_1^2 = 5.1$$

$$S_2^2 = 27.2$$

$$Z = \frac{11.4}{1.05} = 10.85$$

As $Z = 10.85 > 1.645$ falls in critical region. So H_0 is rejected and result is highly significant at 0.05 level of significance. This means that the entry test examination 2008-09 is more credible than board examination 2008-09.

Engineering (Male) Students for the Session 2006–07

The following table was constructed and Z-test was applied for the session 2006-07.

BISE examination					Entry Test Examination				
Marks	Midvalue	No	of	F ₁ X	f ₁ X ²	No	of	f ₂ X	f ₂ X ²
%age	X %age	Students				student			
		f ₁				f ₂			
60-65	62.5	0		0	0	39		2437.5	152343.75
66-70	67.5	01		67.5	4556.25	19		1282.5	86568.75
71-75	72.5	10		725	52562.5	9		652.5	47306.25
76 & above	77.5	58		4495	348362.5	2		155	12012.5
		69		5287.5	405481.25	69		4527.5	298231.25

$$\bar{X}_1 = 76.63$$

$$\bar{X}_2 = 65.61$$

$$S_1^2 = 4.38$$

$$S_2^2 = 17.52$$

$$Z = 19.79$$

As $Z = 19.79 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2006-07 is more credible than board examination 2006-07.

Engineering (Male) Students for the Session 2007–08

The following table was constructed and Z-test was applied for the session 2007-08.

BISE examination					Entry Test Examination				
Marks	Midvalue	No	of	F_1X	f_1X^2	No	of	f_2X	f_2X^2
%age	$X\%$ age	Students				student			
		f_1				f_2			
60-65	62.5	0		0	0	16		1000	62500
66-70	67.5	0		0	0	11		742.5	50118.75
71-75	72.5	04		290	21025	2		145	10512.5
76 & above	77.5	26		2015	156162.5	01		77.5	6006.25
		30		2305	177187.5	30		1965	129137.5

$$\bar{X}_1 = 76.83$$

$$\bar{X}_2 = 65.5$$

$$S_1^2 = 3.40$$

$$S_2^2 = 14.33$$

$$Z = 14.75$$

As $Z = 14.75 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2007-08 is more credible than board examination 2007-08.

Engineering (Male) Students for the Session 2008–09

The following table was constructed and Z-test was applied for the session 2008-09.

BISE examination					Entry Test Examination				
Marks	Midvalue	No	of	F_1X	f_1X^2	No	of	f_2X	f_2X^2
%age	$X\%$ age	Students				student			
		f_1				f_2			
60-65	62.5	01		62.5	3906.25	58		3625	226562.5
66-70	67.5	0		0	0	19		1282.5	86568.75
71-75	72.5	17		1232.5	89356.25	4		290	21025
76 & above	77.5	66		5115	396412.5	3		232.5	18018.75
		84		6410	489675	84		5430	352175
$\bar{X}_1 = 76.31$		$\bar{X}_2 = 64.64$							

$$S_1^2 = 6.25$$

$$S_2^2 = 14.23$$

$$Z = 23.86$$

As $Z = 23.86 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2008-09 is more credible than board examination 2008-09.

Engineering (Female) Students for the Session 2006–07

The following table was constructed and Z-test was applied for the session 2006-07.

BISE examination					Entry Test Examination			
Marks %age	Midvalue X %age	No of Students f ₁	F ₁ X	f ₁ X ²	No of student f ₂	f ₂ X	f ₂ X ²	
60-65	62.5	0	0	0	7	437.5	27343.75	
66-70	67.5	0	0	0	1	67.5	4556.25	
71-75	72.5	0	0	0	1	72.5	525.62.25	
76 & above	77.5	9	697.5	54056.25	0	0	0	
		9	697.5	54056.25	9	577.5	37156.25	

$$\bar{X}_1 = 77.44$$

$$\bar{X}_2 = 64.16$$

$$S_1^2 = 9.29$$

$$S_2^2 = 11.96$$

$$Z = 8.62$$

As $Z = 14.75 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2006-07 is more credible than board examination 2006-07.

Engineering (Female) Students for the Session 2007–08

The following table was constructed and Z-test was applied for the session 2007-08.

BISE examination					Entry Test Examination			
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2	
60-65	62.5	0	0	0	2	125	7812.5	
66-70	67.5	0	0	0	0	0	0	
71-75	72.5	0	0	0	01	72.5	5256.25	
76 & above	77.5	3	232.5	18018.75	0	0	0	
		3	232.5	18018.75	3	197.5	13068.75	

$$\bar{X}_1 = 77.5$$

$$\bar{X}_2 = 65.83$$

$$S_1^2 = 0$$

$$S_2^2 = 22.66$$

$$Z = 4.26$$

As $Z = 4.26 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2007-08 is more credible than board examination 2007-08.

Engineering (Female) Students for the Session 2008–09

The following table was constructed and Z-test was applied for the session 2008-09.

BISE examination					Entry Test Examination			
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2	
60-65	62.5	0	0	0	0	0	0	
66-70	67.5	0	0	0	2	135	9112.5	
71-75	72.5	0	0	0	0	0	0	
76 & above	77.5	2	155	12012.5	0	0	0	
		2	155	12012.5	2	135	9112.5	

$$\bar{X}_1 = 77.5$$

$$\bar{X}_2 = 67.5$$

$$S_1^2 = 0$$

$$S_2^2 = 0$$

$$Z = \infty$$

As Z became infinity. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. This means that the entry test examination 2008-09 is more credible than board examination 2008-09.

Medical and Engineering Students for the given three Session 2006–07, 2007-08, 2008-09

The following table was constructed and Z-test was applied for the session 2006-07, 2007-08, 2008-09.

BISE examination				Entry Test Examination			
Marks %age	Midvalue <i>X %age</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	02	125	7812.5	294	18375	1148437.5
66-70	67.5	10	675	45562.5	153	10327.5	697106.25
71-75	72.5	55	3987.5	289093.75	62	4495	325887.5
76 & above	77.5	474	36735	2846962.5	32	2480	192200
		541	41522.5	3189431.25	541	35677.5	2363631.25

$$\bar{X}_1 = 76.75$$

$$\bar{X}_2 = 65.95$$

$$S_1^2 = 4.87$$

$$S_2^2 = 19.60$$

$$Z = 50.94$$

As $Z = 50.94 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is very highly significant at 0.05 level of significance. Which means that the entry test examination 2006-07, 2007-08 and 2008-09 are more credible than board examination 2006-07, 2007-08 and 2008-09?

Conclusion

This study concludes that decision of the government to establish ETEA was justified as students who had scored high in BISE examination dropped down in ETEA examination. This further concludes that examinations conducted by ETEA are more credible as the test is conceptually based covering the whole prescribed course.

5.3 Recommendations

1. All Boards in KPK may have uniform paper format in all subjects for all students of the province.
2. An inter-boards committee may be constituted to design paper for all boards of the province.
3. The evaluation and marking of those uniform papers can be checked by the examiners selected by the inter-board committee.
4. Selection of the supervisory staff for exam may be based on merit-cum-performance further paper format can discourage the trend of selective study among students and questions in the papers may be concept-based and not based on rote memory.
5. The BISE final results of the students may reflect the overall assessed performance of the students in their respective institutes throughout the year.
6. The BISE boards should work as facilitators to raise the standard of quality education for which the local educational administration may be made effective to check the corruption and loopholes in various boards as they are enjoying unlimited corruptive powers.

7. The checking of papers, tabulation and rechecking and result display may be made transparent and accessible to students so that the hidden deceptive roles of some workers can be highlighted.
8. There may be a uniform policy for rechecking and re-totaling etc, and chances of favor may be totally eliminated.
9. The administrative staff and other managers of board may be appointed on the basis of their subject knowledge, skills and experience.
10. The ETEA papers also need to be prepared with the help of those teachers who are teaching the same courses at intermediate level.
11. The ETEA may device the carbon copy of the answer sheet and key display through internet after the test with which the complaints of the students may be resolved and the discrepancy be removed.
12. These experts may be bound to make the paper according to the textbooks.
13. There may also be some text from practical books of the same level.
14. The board records may always be open for the inspection of various educationists and experts.
15. The reliability and validity of BISE exam results may also be statistically displayed in the yearly. Journals and authorities should be held responsible for the unsatisfactory results lacking the given characteristics of a good test.
16. The examination centers may be minimized on the basis of regions / zones with maximum students in the minimum centers on the pattern of ETEA examination to curtail the use of all sorts of UFM.

The paper checking may be streamlined and mechanized on the basis of computer base system like the international system of evaluation for the exams of TOEFL/IELTs and GRE.

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Social Problems of Hearing Impaired Children (HIC) In Society

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Abstract

The research was carried out to know the “social problems of hearing impaired children in society. The main objective was to study attitude of people towards hearing impaired children in social interaction situations. Quantitative approach was employed for this purpose. Due to shortage of time the study was delimited to only one institution of special education that was Sir Syed Academy (Special Education) Rawalpindi. Hearing impaired children from ten to twenty-one years (5th to 12th class), their parents, and their teachers made population of the study. Questionnaire technique was used for collecting data. The findings revealed that hearing impaired children faced some social problems in interaction with normal people, who did not have some know how of sign language. The relationship with closed family members and with teachers and peers was found to be good in the sense that a sort of reciprocity existed. General people’s attitude was inappropriate in the way that it was obvious that, they did not take them like hearing children of the same age. They were some time overprotected and in other cases ignored, or underestimated. The study leads to the conclusion that there is a need to change the attitude of people in an appropriate direction in order to minimize social problems of hearing impaired children.

Keywords: social problems, hearing impaired, children, social interaction, people mattitude.

Introduction

The Children are future of the society. Bright and happy children brighten the future. But unfortunately there are some children who are considered as a burden rather than a blessing. Hearing-impaired children are among those children who are not given importance. Due to hearing impairment a lot of social, emotional, and educational problems are faced by the children, these social problems can be attributed to the inappropriate attitude of the society including parents, siblings, peers, neighbors, and general community as well.

The present research is carried out to study in detail the social problems of hearing impaired children at home school, and in society. The attitude of people towards hearing impaired children has been discussed in relation to those problems. In the research, the emphasis is also laid upon the relationship patterns present between hearing impaired children and other members of society.

Objectives

The research was conducted, keeping in mind the following objectives.

1. To find out facts about the nature of social problems of hearing impaired children.
2. To study in detail the patterns of social interaction of hearing impaired children in society.
3. To know the attitude of people towards hearing impaired children.
4. To understand the relationship of hearing impaired children with parents, siblings, peers, teachers and other members of society.

5. To study the effects of inappropriate attitude of society in relation to social interaction of hearing impaired children.

Statement of the Problem

The statement of the problem is “Social Problems amongst hearing impaired children (particularly the problem of social interaction) exist due to hearing impairment”.

Hypothesis

Social problems are the outcome of inappropriate attitude of the society towards hearing impaired children.

Justification of the Study

This research will be of significance in terms of minimizing negative attitude of the society. It will be helpful for hearing impaired children in the way that some recommendations suggested would be useful to them. This research will provide some help to those researchers who want to work in this area.

Delimitations

Due to the shortage of time, the research work is delimited to only one institute of hearing impaired children i.e. Sir Syed Academy (Special Education) Rawalpindi.

Methodology

The research organization has been discussed under the following sections.

Research Setting

The study had been conducted at Sir Syed Academy (Special Education) Rawalpindi.

Approach

Quantitative approach had been applied for the research. The reason for selecting this approach was its scientific respectability (Denscombe, 1999).

Population

The children who were studying at Sir Syed Academy (Special Education) Rawalpindi in the classes 5th to 12th, their parents and their teachers made the population of this study.

Sample

As it was very difficult to get opinion of all children (5th – 12th Class), their parents and teachers, it was decided to select 30 students, 25 parents and 15 teachers as the research sample. The sample for the study was selected randomly.

Instrument

Keeping in mind the objectives of research, it was decided to use questionnaire as the instrument for data collection. Three types of questionnaire were prepared for this purpose.

Questionnaire for hearing impaired children.

Questionnaire for parents of hearing impaired children.

Questionnaire for teachers of hearing impaired children.

Data Collection and Data Analysis

Data were collected by personally visiting Sir Syed Academy (Special Education) at Rawalpindi. The data that were collected from respondents was analyzed, in terms of percentage.

Findings and Discussion

Research was carried out to find out social problems of hearing impaired children in general and social interaction problem in particular. For this purpose quantitative approach

was employed. Hearing impaired children aged from ten to twenty-one years studying in Sir Syed Academy (8th to 12th class), their parents, and their teachers made the population of the study. Sample consisted of thirty hearing impaired children, twenty-five parents, and fifteen teachers. Questionnaire technique was used to collect data.

From the triangulation of responses obtained from three types of questionnaires, it was obvious from results that children did face some social problems but they were not very severe. Majority of parents went through a period of shock, when they came to know about hearing impairment of their child, but it was overcome gradually, and a series of life long adjustment began. They realized that, it was only “will of God”, that their child had a hearing loss.

The problems that hearing impaired children had regarding family members, were reported as neglect, over-protection, and under-estimation respectively. Hearing impaired children liked their siblings, and had a good communication in which they discussed different things with them. Grand parents paid more attention to hearing impaired children, than their hearing grand children. Their interaction with other relatives was also found to be normal; they not only liked the visits of their paternal relatives, but of maternal relatives as well. It was found that in school, hearing impaired children had a good social interaction. The teachers mostly used total communication method with HIC, and did not rely on sign language only.

Social interaction proved to be good, in terms of that reinforcement, which the teachers provided them, like praising them, and providing them opportunities to work with teachers.

Hearing impaired children liked those teachers, who were loving and caring, and frank instead of commanding teachers.

Attitude of general people was found to be inappropriate with HIC than hearing children, in the sense that extra affection was given to them by some peoples and some people's attitude was reported to be of unconcerned or of neglect. The attitude of people showed that they did not take HIC as normal children having a normal development except than auditory impairment. Hearing impaired children enjoyed the company of the same age group.

Conclusions

Hearing impairment is a sensory disability that can occur to any person, either by birth or during the lifetime. Hearing impaired children's proper social adjustment is hindered by several problems. Some problems are those which are manifestation of their hearing impairment, but most of the problems are those which are due to the attitude of people towards hearing impaired children.

The aim of the research was to study the social problems (particularly, social interaction problem), of the hearing impaired children, in home, school, and in broader society.

One of the main objectives was to study social interaction of hearing impaired children in society. This objective is achieved to an extent, as it is revealed from study that social interaction does exist, between hearing impaired children and other members of society, but its patterns are different. In the case of the interaction between a hearing impaired child, and a hearing child, a great possibility of might not to be understood if, the later do not know sign language.

- i. The second objective was to know the attitude of people towards hearing impaired children. A sort of contradiction was found in the responses of the same respondent on two different questions on the same issue of the attitude of people towards hearing

impaired children. At one point it is told as it is of affection but on the other point it is reported to be of neglecting. Some times it seems as if it is of overprotection.

ii. It is revealed through research that hearing impaired children had a positive social interaction with their parents and siblings, other relatives and cousins. And a sort of reciprocity was found to be there.

iii. Their relationship with their teachers and peers was also very good, and hearing impaired children loved to spend their most of the time with peers, as they were all hearing impaired, and discussed various issues with teachers including their future life.

iv. It is very much evident, that society takes hearing impaired children differently, than hearing children. Even if it gives affection to them a sort of pity exists there and, as they are just spending their life in vein. If it ignores them, then it shows unconcerned attitude.

v. They liked to spend their leisure time in watching television, or playing with other children.

vi. The attitude of people has changed towards positive direction to some extent, but it still calls for improvement.

Recommendations

Following recommendations are made on the basis of findings and conclusions of the study. These recommendations would be beneficial in terms of minimizing social problems of interaction and turning attitude of people towards appropriate direction, neither of over protection, nor of neglect.

10.1.1. Parents should assume that except in the areas of speech and language, their child's development would be the same as of a normally hearing child, and work to socialize him in the normal way.

10.1.2. Normal children should be taught to take hearing impaired children as normal, having lot of capabilities, interests and aptitudes.

10.1.3. Teachers should use variety of methods of communication with different children according to their various needs.

10.1.4. People should try to learn the methods of communication with hearing impaired people instead of compelling hearing impaired people to learn the methods of communication with hearing people.

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Teachers' Awareness about Relationship between Classroom Organization and Students' Learning Achievement

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Abstract

The present research was undertaken to study the teachers' awareness of the classroom organization and learning achievement of the students at secondary level in public schools. The main objectives of the study were to assess as to what extent teachers are aware of the classroom organization and using it in their classes and also to find out whether, there is any relationship between the classroom organization and learning achievements of the students. Survey method was used for this purpose. The sample selected for descriptive research was forty teachers and eighty students, who were randomly selected from the public schools of Rawalpindi. For action research, teaching in organized classrooms was done. Questionnaires, observation, discussions and checklists were used as the instruments for this study. The data were presented in tables and analysis of data was done by using the statistical methods. Conclusions and recommendations were drawn on the basis of data analysis. From the data analysis, it is concluded that although many of the teachers are aware of the relationship between classroom organization and learning achievement of the students at secondary level, yet they were not implementing it properly as its importance was not being realized. The main recommendations made in the light of findings of this study inter alia stress on, keeping the sufficient size/ area of classroom, use of latest technology like computers /projectors, classrooms located away from noisy places, appropriate construction design of classroom floors and promotion of democratic and friendly environment in the classroom.

Keywords: teachers' awareness, classroom organization, students' learning achievement, latest technology.

Introduction

This research was carried out to investigate the teachers' awareness of the relationship between classroom organization and learning achievement of the students at secondary level in public schools. To organize is to arrange or form into a coherent whole. In management, organizing involves dealing with individuals and groups, each of whom performs a function needed to achieve a result. Organizing directly affects the efficiency with which human and other resources are used and therefore is very important in managing. A classroom or a learning environment must have:

- i.1.1. A lively or inviting atmosphere
- i.1.2. Opportunity to mix freely with other children
- i.1.3. Sufficient space and time to allow for activity
- i.1.4. Equipment suited to learning requirement
- i.1.5. Easy access and availability of equipment for use and storage
- i.1.6. A stimulating setting in which work is valued and attractively displayed
- i.1.7. Easy access to washing and toilet facilities. (Mansoor, 2000)

Classroom organization is to facilitate learning and to minimize off-task behavior. Careful planning can help to achieve these purposes. The organization influences students' perceptions of their place in the classroom, the types of activity that will be appropriate and how they are expected to behave. As with so many other aspects of teaching, designing the physical environment is more complex than it appears. The environment can exert both direct and indirect effects on the students. The direct effect is the manner in which certain activities are facilitated or hindered, such as the way a circular seating arrangement may enhance group discussion. The indirect effect is the manner in which the values and

intentions of the teachers are communicated, how excitement towards learning is generated, the status assigned to individuals and activities, and the sense of comfort or threat. The prominent location of a computer, for example, indirectly communicates certain values and intentions, as does an attractive bulletin board display.

It is important to consider the effects of the environment on student behavior and to deliberately create environments that elicit desirable behavior. Develop environmental competence, which is an awareness of the physical environment and its impact, and the ability to use the environment to meet your goals. Being environmentally competent, helps you to plan spatial arrangements that support your objectives, be sensitive to messages communicated by the physical setting, and know how to evaluate the effectiveness of the environment. You can be alert to physical circumstances that might contribute to behavioral problems, and can modify the environment when the need arises. (Branford, 1998)

In this research, functions of the setting, factors to be considered when designing the physical environment, and specific ideas about floor space, and the environment, are discussed.

Statement of the Problem

Teachers' awareness about the relationship between classroom organization and learning achievement of the students at secondary level in public schools.

Objectives

1. To evaluate the teacher's awareness of the functions of a classroom setting.
2. To identify the factors considered when making decisions about the physical environment.

3. To find out the relationship between classroom organization and learning achievement of the students.

Hypothesis

“Teachers are aware of the relationship between classroom organization and learning achievement.”

Significance of the study

The study is significant because if teachers are aware of the classroom organization, they can effectively implement it in the classrooms. Proper organization of classroom directly improves the learning achievements of the students to a great extent and paves the way for enhancement of quality of education. It decreases the “drop out” ratio of the students by creating their interest through classroom friendly atmosphere/ environment etc.

This study will also help in identifying the shortcomings in the organization of classroom and will also be helpful to overcome the problems, which are faced by teachers in the organization of classroom. Recommendations and suggestions will also provide a guideline for teachers regarding classroom organization and materials as the organization of classroom and materials, has a direct linkage with the effective teaching. The study will, therefore pave a way in the improvement of education in the country, if taken in its true spirit.

Delimitation of the study

This study is subjected to the following delimitations.

1. To know the teacher’s awareness of the classroom organization and its effects on learning.
2. This study is delimited to the Rawalpindi City.
3. This study is delimited to the Public schools of Rawalpindi.

Methodology

The research was conducted through questionnaire, observation, checklists (for organized and unorganized classrooms), and group discussion with students and practical teaching with organized classroom. Two types of research i-e action and descriptive research were conducted.

Population and Sample

All the public secondary schools of Rawalpindi city were the population of this study. For descriptive research, sample comprised of forty teachers and eighty students and for action research, ninth class of one of the schools was randomly selected which comprised of thirty students. Both qualitative and quantitative approach, were used in this research.

Instruments for Data collection

The instruments used for this research were questionnaire, group discussions with students, observation, and checklists both for organized and unorganized classroom. The purpose of administering the questionnaire was to get the precise, exact and direct information.

Procedures for Data Collection

The sample was selected through simple random sampling technique. The questionnaire was administered to the teachers and group discussions were conducted with the students. The students and teacher were also selected randomly. Checklists (for organized and unorganized classroom) were prepared for teaching in school.

After data collection, data was presented in the form of tables for analysis and discussion. Percentages were calculated in each category. The results of examination, conducted after teaching the students with organized and unorganized classroom, were compared by applying

“T-test” (Statistical Method). Pseudonym names were used instead of using the real names of the schools etc as institutions/ individuals hesitate to provide the accurate data/ information without guaranteeing them for secrecy.

Discussion

This study was designed to investigate the teacher’s awareness about relationship between classroom organization and learning achievement of the students at secondary level in public schools. The following important aspects were discussed:

1. Principles and guidelines of classroom organization.
2. Functions of classroom seating.
3. Physical environment of the classroom.
4. Use of instructional material.

These aspects were discussed in detail to find out the teacher awareness and their impact on learning achievement of the students. Another important aspect of this research was to identify the relationship between classroom organization and learning achievement of the students. For this purpose, two tests were conducted after teaching the students with organized and unorganized classroom. The test results were then compared to find out the relation between classroom organization and learning achievement of the students. The data was tabulated in numbers and percentages and also analyzed. Conclusions were drawn in order to narrate the recommendations.

Conclusions

From the data analysis of results of two tests, it is concluded that there is a direct relationship between classroom organization and learning achievement of the students. The

main purpose of the study was to find out the teacher's awareness about the classroom organization and learning achievement of the students.

From the analysis of data, it is also concluded that different teaching methods require different seating arrangements. The responses showed that most of the teachers were aware of this. Further, the seating arrangements have an effect on student-teacher interaction. Majority of teacher's responses was in the favor of this. Another aspect in the classroom organization is classroom design. It is concluded that the classroom design affects the student's behavior and motivation and teachers during survey and questions. It is also agreed that students' motivation can be increased with the help of proper and appropriate classroom design. Colorful decoration of the classroom not only supports but also enhances the students learning. It also creates pleasing environment and enhances students' interest. It is also concluded that one reason of learning problems in the students was their placing them in the same place in the classroom. Majority of student's responded that they did not like to sit in the same place and students in last rows usually did not participate in classroom actively. It is also concluded that most of the teachers were placing their material in proper way to reduce the wastage of material. There were, however, only few teachers who were not keeping their material in appropriate places. Majority of teachers was not preparing the student's homework checklist and weekly grade sheets. Most of the teacher's responses regarding preparation of monthly grade sheets were negative.

Recommendations

- i. Size/area of the classrooms must be sufficient according to the number of students in the class.
- ii. Latest technology like computers and projectors may be provided in the classrooms.

- iii. Audio visual aids can be used in the teaching-learning process for better and long lasting learning.
- iv. Classroom organization may be such as that promotes friendly and democratic environment.
- v. Students' opinion can be taken into consideration while organizing the classroom.
- vi. Teachers may include the element of softness (colorful posters, plants and other things which students like)
- vii. The floors of the classrooms can be constructed in steps like the sports complex and stadium.
- viii. Classroom can be constructed away from the noisy places because these things distract students' attention from learning.

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Difficulties Faced by Females in Continuing Higher Education

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Abstract

This present study investigated the difficulties faced by females in continuing higher education with particular focus on the B.Ed part-time programme of Allama Iqbal Open University, Pakistan. Survey approach was adopted for data collection to explore the issue. A 20- item questionnaire was used to collect the data for the study. 550 females in B. Ed part time programme of the Allama Iqbal Open University, Islamabad Region, Pakistan were randomly selected for the current study. For data analysis percentages, frequency, mean score were applied. The result demonstrated that the major difficulties faced by females in continuing higher education include parents' educational level, financial problem, social class, traditional customs, false caste system, misunderstood religious belief, society behavior towards co-education with particular focus to females, environment of higher educational institutions, greater distance of educational institutions, prefer boys over girls in getting education, difficulty in studies due to domestic responsibility, lack of females teachers for single-sex education institutions, early marital demand.

Keywords: Difficulties faced by females, higher education.

Introduction

One of the basic rights of every human being is education regardless of gender, age, sects, religion, faith etc. the universal primary education cannot be done without participation of females. There are certain inequalities in terms of educational opportunities for males and females all over the world and the same phenomenon exists in Pakistan also. The gender differences must be reduced by higher education. There is a need of realization for the equal support of men and women and it can be done easily by creating awareness among masses. Social, cultural, and economic factors are blamed for placing young girls and women

backward in terms of education such as no easy access to school and hurdles in completing their education.

An educated woman is a sure sign of education of coming generations because literate women can never tolerate illiteracy in the house. If education is given to women then it would lead to education of home, society and world at large. Majority of social reforms have put stress upon female education as the mother provides basic education to the children. Healthy growth of the physical and mental capabilities of children is in the hands of the mother. Good citizens are assets to a country. So, it goes without saying that to awaken the people it is the women who should be awakened first and they should be trained to play an effective role in all walks of life, because women have played important role in each and every aspect of life. Women make more than 50% of the population in Pakistan. It is a strong fact that the progress of any society is impossible if the half part of it remains backward in term of education and resultantly it cannot help a nation to grow. This study sought to determine the major difficulties faced by females in enduring higher education with special context to Pakistan.

Literature Review

The development of the human society depends highly on education in terms of progress. In 1948, Universal Declaration of Human Rights was initiated by international community for universal education. The constitution of Pakistan has set an equal share for the female's participation in all professions of life but in contrary to that only 36% women took part in professional fields.

According to the most recent data of UNESCO Institute of statistics (2010, p.3), there are an estimated 781 million illiterate adults in the world, about 64% of whom are women.

Literacy ratio of Pakistan is only 46% and literacy ratio for girls is only 26%. Total number of primary school in Pakistan is 163000 out of which just 40000 provide educational facilities to girls. 5000 lower secondary schools out of 14000 and 3000 higher secondary schools out of 10000 are for girls respectively. 250 girl's colleges and two medical colleges for women are working. About 1.5 million and about 0.5 million girls go to colleges and universities respectively. Although there is an improvement in the literacy rate of women after the independence of Pakistan but still the educational status of Pakistani women is lowest in the world.

In Pakistan, women have very few opportunities of good institutions for getting higher education. There are many families who are not in favor of sending their daughters to co-educational environment. Resultantly, a good number of talented women are deprived of opportunities to attain intellectual and academic excellence.

Higher education can be continued by providing an alternative form of higher education (Elderred and Johnson cited in Kazeem, 1998). Continuing education makes healthy link of an individual with society (Omoruyi and Omiunu, 2006).

Flexible and individualized programmes of learning are designed for continuing higher education (Egunyomi, 2009). (Kazeem, 1998; Olomukoro, 2005) individual makes him self in contact with the rapid changes which are taking place in the environment in the form of social, cultural, economic, political, technological and industrial aspects. Continuing higher education provides formal instruction to mature group of society (Kazeem, 1988; Egunyomi, 2001).

There are certain socio-economic factors which are linked with female education like income, occupation and educational level of parents. Positive attitude is seen among parents

towards sending their male children to school on the other hand only educated parents were positive in doing the same for their girls. The education of family members get affected by the socio-economic factors, these aspects are very significant they can not be neglected as there is a strong link between them ,a very important factor is the lack of education facilities to the female members of many families. Another major reason for illiteracy of females is the behavioral issues of families ,most of the families do not encourage and support the education of females and resultantly they remain illiterate ,females are consider to be devoted to household chores and in this regard the educational aspects are neglected .

Apart from these there are many factors which affect the education of females these can be the education of family head, social class, occupation of family head, income etc .one thing can be done by the parents i.e. to provide such a healthy environment to the females which can promote education. Old traditional values, rural community have created hindrances in the female education.

There are many reasons quoted from females who are seeking for high education these reasons are personal interests of females, their deep motivation for personal dependency and a desire for good marital relation with respect to educational values.

At the end of nineteenth century, few women were able to get education (Osunde and Omoruyi, 2003). The ratio of uneducated females had been increasing due to lack of access to school or educational opportunities. That time, women were victimized by different cultural and social constraints.

Parental illiteracy has emerged as one of the important negative force. The illiterate parents can neither realize the importance of education nor do they appreciate their children spending time on various educational activities. They were not interested in girl's education.

They said that girls' education is not as worthwhile. Uneducated parents mostly not encouraged getting higher education to their daughters. Most of them do not allow their daughter to go beyond Matriculation. After Matriculation they thought that it is enough for females, because they have to look after their family and nothing more.

Parents income is another constrain faced by females in getting higher education. Most of the people belongs to middle class and cannot afford high fee of their children. If someone can afford he mostly prefers their sons over daughters. They say that it's their sons who will remain with them not their daughters. Sons are their assets who will reinforce the family power and status. They think that female belong to another home (husband home).

Poor economic status of parents, poverty, adult unemployment, big family is among the major factors that keeps the girl out of school. Government schools are not in numbers and private colleges and universities are taking too much fee. Study conducted by (Ahmad et al, 2003) found many women could not continue higher education due to their child care responsibilities.

Female's interest in pursuing further education is full of serious challenges. (Marim & Greenberger cited in Kazeem 1998; Osunde & Omoruyi 2003). Reasons for entering of women in higher education highlighted several variables like personal interest, self independence, better respect, financial solidity, career aspirations, ideal livelihood and better options of marriage. (Afshar, 1989b; Brah, 1993; Basit, 1997; Ahmad, 2001)

Social segregation is supplementary hurdle to girls for getting education. On the basis of caste, ethnicity, religion specific groups of girls are expelled from educational institutions. Social class of the people is the biggest constrain in female higher education. People of lower

class and middle class cannot afford that much colleges, universities, transport and hostel fee and prefer their daughters to remain at home and help their mothers in domestic work.

Family size is mostly between 7 to 9 and only first two three children in the family get some interests from parents for higher education. After that parents cannot afford and sons are preferred for education.

Family tradition is also a hurdle in girl education. Some families are against the education of female. To educate girls is against the glory of some feudal families. Old customs and traditions are also constrained for female's education. Some females complained that their grandparents were against their higher education and they were of the view that higher education makes them liberal and modern. They thought religious education and Matriculation is enough for females. Caste system is very strong in the country. Female's education is also link with their caste. Caste which are strong having less educated females as compare to small and lower castes. Small and lower caste females are showing more passion toward education as compare to other castes in the country.

The low participation of women in higher education is linked with the cultural differences, religious beliefs in Pakistan and Bangladesh as compared to other women of Asia. Muslim women of Pakistan and Bangladesh suffer due to economic and social constrains and consequently they remain deprived form higher education. (Dale et al, 2002; Archer, 2002; Ahmad et al, 2003). Wrongly understood religious knowledge is also big hurdle in female's higher education. Some most people interpret the Quran and Hadith in wrong way and religious leaders also miss use their positions in the society.

Females have serious problems from the people to whom they have to face while going to colleges and universities. Mostly people see them with strange eyes, continuous

stare them, daily stand in their way, hoot on them. This all make them to not to go to colleges and universities even if parents allow them to get higher education. They themselves leave and sit in homes.

Same problem is faced by in co-education institutes. Females remain in stress in co-education and really problem in dealing with males students. Most of parents do not allow them to go to co-education institutes. Colleges and universities for females only are very few in number. That's why large number of them could not continue their studies.

Some female students and their parents are really worried about the safety and security of their daughters. Especially, when college and university transport is not available for female students. Female students faced lot of difficulties to reach their in time in morning and many other problems. Female's students really suffer in public transport and due to private transport is very expensive parents cannot afford all these expensive.

Literature review shows that South Asian family structures put barriers to women's participation in higher education and the professional fields. (Ahmad, 2006a). Another constrain in females education is gender discrimination. Parents had shown more interest in male's education as compare to female's education. To some parents females' education is not necessary especially higher females. Study conducted by (Brah, 1996: Brah & Shaw, 1992) found that less involvement of women in job may be of employer's hesitation for employing women as they assume that women will quit job after marriage or having children.

The tradition of single-sex educational institutions in Pakistan a tradition that assures parents that their daughters will be taught exclusively by women has created considerable

challenges to the delivery of educational services because of the shortage of qualified female teachers.

Domestic responsibilities is also another constrain in female education. Due to domestic responsibilities some females do not well in studies and some leave their education. Early marriages are also constrained in female's higher education. Most parents married their daughters in early age. To them Matriculation is quite enough for them because they will do domestic work only after marriage. Women education especially higher female education is one of the most neglected area of planning and implementation especially in smaller cities and rural areas of Pakistan.

Difficulties faced by females in continuing higher education, particularly with reference to Pakistan, however, is still on need of comprehensive research. This study aims to identify major difficulties faced by females in continuing higher education in the context of Pakistan.

Methodology

Descriptive study and survey approach were adopted for collection of data. The method was chosen because; the study was only confined to identifying the difficulties faced by the females. The population of the study consists of all females B.Ed part-time programme enrolled in Allama Iqbal Open University, Islamabad which was 2658 in number. In order to select representative sample from the population, random sampling technique was used. The sample size was 550 females. A 20-item questionnaire with four possible responses range from strongly agree to 'strongly disagree', with a weighted point of 4 to 1

respectively was designed by the researcher to find out the major difficulties confronting females in continuing higher education.

The validity of the instrument was determined through experts' opinions. Reliability of instrument was .81 which indicated that instrument was reliable. For data analysis mean score, frequency calculation and simple percentages were applied.

Results

Table 1: Percentages results of females' responses regarding difficulties faced by females in continuing higher education

Responses	Frequencies	Percentages
Yes	528	96 %
No	22	4%
Total	550	100%

Table 1 shows that 96 percent of the females face difficulties in continuing higher education and 4 percent indicate that they do not actually have difficulties in the course of their participation in continuing higher education. This means that females actually face difficulties in continuing higher education.

Table 2: Major difficulties faced by females in continuing higher education

Item no	Major difficulties	Mean score	Comments
1	Parents educational level	3.57	Strongly agree
2	Financial problems	3.87	Strongly agree
3	Social class	3.73	Strongly agree
4	Old customs and traditions	3.88	Strongly agree
5	Caste system	3.67	Strongly agree
6	Wrongly understood religious knowledge	3.66	Strongly agree
7	Society behavior towards female co-education	3.87	Strongly agree
8	Environment of higher educational institutions	3.53	Strongly agree
9	Greater distance of educational institutions	3.65	Strongly agree
10	Prefer boys over girls in getting education	3.78	Strongly agree
11	Domestic responsibilities	3.73	Strongly agree
12	Lack of females teachers for single-sex education institutions	3.73	Strongly agree
13	Early marital demand	3.86	Strongly agree

Table 2 shows that all above highlighted items like parents educational level, financial problem, social class, old customs and traditions, caste system, wrongly understood religious knowledge, Society behavior towards female co-education, Environment of higher educational institutions, Greater distance of educational institutions, prefer boys over girls in getting education, domestic responsibility, lack of females teachers for single-sex education

institutions, early marital demand were deemed as major difficulties faced by sampled females of the study.

Discussion

The analysis of the collected data disclosed that female's participants in continuing higher education actually experience a number of challenges. These challenges were listed to include parents educational level, financial problem, social class, traditional customs, orthodox caste system, misunderstood religious belief, society behavior towards co-education of females, and atmosphere at university/college, Greater distance of educational institutions, prefer boys over girls in getting education, difficulty in studies due to domestic responsibility, lack of females teachers for single-sex education institutions, early marital demand.

Conclusion and Recommendations

The results of this study highlighted the difficulties faced by females in continuing higher education. The analysis of the data collected has proved that the women face very serious challenges, but these problems are not insoluble. Possible Measures to Reducing the Difficulties Faced by Females in Access to Higher Education should be followed like government should take steps for making education process easier and inexpensive. Encouragement and motivation should be provided to female for higher education. Teachers and parents should cooperate with each other to remove obstacles from the way of achievement of knowledge of girls. Proper guidance, counseling and scholarships should be given to girl's those are unable to carry out their education because of financial problems. Gender equity should be maintained through improving educational infrastructure and

enhancing enrolment rate retention in schools subsidizing education to poor and involving local NGO. Orthodox traditional and value system should be modified. The following resources such as radio, television, Computer assisted learning, distance education etc can be used to inculcate the positivity among the attitude of learners with reference to resolve the problems of physical outlook. Transport is one of another serious problems faced by school or college going girl. The facility may be arranged at local level through cooperation of people or union council. Different technical training program and vocational teaching centers should be started to equip the females with skills and quality education. There is a need of more researches to find out the educational problems of females regarding higher education. Sample size and number of variables should be increased in order to make clear picture of generalization.

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