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TO THE READER

Pakistan Journal of Education is dedicated to the learning system rapidly growing in Asia and the world over. The Journal welcomes studies, research and review papers dealing with past, present and future perspectives of education, with a view to awakening further interest in the newly growing discipline and opening new vistas of research.

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THE END

The end of the world is not a date, it is a process. It is the slow, steady erosion of the earth's crust, the gradual fading of the sun's light, the silent march of time towards a final, inevitable conclusion. We are living in the twilight of an era, and the shadows are lengthening.

As the days grow shorter and the nights longer, we must find a way to endure. We must find a way to hold onto the things that matter, the things that give us meaning and purpose. We must find a way to love, to hope, and to believe in a better tomorrow.

The end is not the end. It is only a beginning. It is the start of a new journey, a new adventure. It is the chance to start over, to begin again, to create a world that is better than the one we left behind.

We are the survivors. We are the chosen ones. We are the ones who have made it through the darkest of times, who have found a way to keep going, who have found a way to live. We are the ones who have the strength to face the end, and the courage to embrace it.

The end is a gift. It is a chance to see the world as it really is, to see the beauty in the things we often take for granted. It is a chance to say goodbye to the people we love, to tell them how much they mean to us, to let them know that we will always be with them.

The end is a moment of truth. It is a moment when we are forced to confront our deepest fears, our darkest desires, our truest selves. It is a moment when we are stripped of all our pretenses, of all our illusions, and we are left with only the truth.

The end is a time of reflection. It is a time to look back on the life we have lived, to see the things we have accomplished, to see the people we have loved, to see the things that have made us who we are. It is a time to appreciate the beauty of the world, to be grateful for the things we have, and to find peace in the knowledge that we have lived our lives to the fullest.

The end is a time of hope. It is a time to believe in a better tomorrow, to believe in a world that is more just, more peaceful, more beautiful than the one we have. It is a time to dream, to hope, and to believe that there is still a chance for a better future.

The end is a time of love. It is a time to love the people we care about, to love the world we live in, to love the life we have been given. It is a time to be kind, to be gentle, to be compassionate, and to find joy in the simple things.

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Department of Chemistry

LABORATORY

CHICAGO, ILLINOIS

1925

REPORT

ON

THE

RESEARCH

OF

THE

LABORATORY

OF

THE

UNIVERSITY

OF

CHICAGO

ILLINOIS

1925

EDITORIAL

Iqra – An Ordinance of God

On a very shining day,
Amidst the air blowing with gay;
Miracle happened in Cave Hira,
Seated there “Man of All Era”;
He was Muhammad (PBUH), noble of all,
Who used to come as God’s thrall;
Being engrossed in worship of ONE,
Eternal Master – seen by none;
Visible the Ka’aba through a hole,
Centre of solace for the soul!

Then and there Gabriel appeared,
His voice Muhammad (PBUH) duly heard;
Angel commanded – *Read and Read,*
With name of God, Great indeed!
Who has taught through the pen,
Knowledge never known to men!

This Doctrine commands you all,
Pay much heed towards this call;
This very verse of Holy Book,
You’re required not to overlook;
You’ve to read and read and read,
And to fulfil educational need;
With rays of knowledge lighten your heart,
Enhance educational progress chart;
Keeping in view the Order of God,
You should think to be enrolled;
In this Centre renowned among few,
Known in world as A.I.O.U!

Keep abreast of technologies,
Science, commerce, humanities;
While working in field and farm,
Reading the books may cause no harm;
Through this way of distance learning,
You will put your life in gearing;
Oh, thus come and get enrolled,
“Learned Man” so as to be called!

Dr. Mahmudur Rahman
Editor

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TRAINING NEEDS OF HEADS OF SECONDARY SCHOOLS IN PAKISTAN

By
Uzma Quraishi*
Zaki Khatoon**

Abstract

The present study was designed to assess the training needs of the Heads of Secondary Schools. The main contention of the study is that the Heads of Secondary Schools in developing countries need special training as administrators and planners because of multifarious roles they are required to fulfil as Heads of Schools.

Introduction

The prime objective of education is to ensure the multidimensional growth of students' personalities, that is, to equip them with the best and all round qualities which could enable them to cope with any circumstances they are confronted with in practical lives and to keep abreast with latest trends through overall growth .

These objectives can only be achieved through good and effective management of an educational institution. The heads of schools have a key role in this regard. The principals today must also serves as leaders for student learning. They need to understand academic context as well as pedagogical techniques. These Heads have to work with teachers to strengthen their skills and coordinate with students, teachers, parents and community members regarding common goal to improve student's performance. (Lashway, 2003)

The management techniques employed by the heads of schools in the past were suited to small-sized institutions. However, the world today is rapidly changing with new socio-economic demands and trends. The headship today is different and much more difficult than it was some years ago. The 21st century has brought with it new techniques approaches and more importantly new culture, where democratic values are being translated into diverse practices and contexts.

In education, new goals are also being setup and new management techniques are being devised in order to meet the demands of the new situations. Therefore, it may be contended that the rapid expansion in population and social,

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economic, political and technological changes that have been placed in a society are responsible for increasing role of heads of the schools. This study will explore the traditional role of the heads and attempts to reconsider and re-examine in the context of the needs of the society.

The noted author S. Shah (1998) describes the role of the heads in the following way:

The headmaster establishes the climate for the supervisory programme of the school. The building of staff confidence is one important method to stimulate willingness to cooperate. She/he realizes that only through his teachers would the quality of education in the schools improve. The Headmaster must grasp every opportunity to show that his/her major purpose in the school is to help teachers become more effective". (Shah, 1998 cited in Khan, 2000, p.11)

This study is about the F.G. School system, where the above- mentioned criteria is a part of practice. The heads of the institutions are concerned with overall management of educational as well as co-curricular activities of institutions. Majority of heads are promoted to the headship on the basis of seniority rather than any other professional criteria. Khan (2000) points out: "Regarding secondary heads of government owned school, get this position either through promotion or by direct selection through open competition. Promotion is applied in 85% of the cases. Direct selection of heads applies to 15% cases" (p.15).

Moreover, they do not have sufficient and latest knowledge of administration work for which they depend upon their subordinates clerks. This results in weak administration. According to Shah (1999), "teaching and administration is quite different job" (p.160). As such training may be given to a head-teacher before she/he is appointed as head.

Keeping in view the training needs of education manager of educational institution, the National Education Policy (1998-2010) states: "Training is specially needed for educational planner, administrators, practitioners and above all teachers, not through stereotyped routine courses but specially designed courses to take a realistic view of education". (p.8)

Currently, the education department normally employs or appoints sufficient number of managerial personnel with required competence to perform various jobs effectively in F.G. School System. The heads are required to have a standard of competence in the vital areas of job-related knowledge, skills and

practices. However, due to several reasons the existing competence of the head may fall short of the required standard of competence for effective management. The process of assessing training need and finding the gaps between the standard competence required in school management and the existing competence in terms of vital knowledge, skills, modern techniques in school management is the essence of the present study.

This study attempts to identify the key areas of deficiencies and assess the existing level of knowledge, skills and latest management techniques. This study is of critical importance because this will provide the information from which an appropriate training programme can be developed.

Objectives of the Study

The objectives of this research were to:

1. Identify the management problems that are generally faced by the heads of secondary schools in F.G School system;
2. Investigate the role of heads of secondary schools in effective management of F.G. School System;
3. Identify the training need of heads of secondary schools, with special reference to effective management;
4. Determine if there is a gap between existing and management skills;

Significance of the Study

This study is significant due to following reasons:

1. It will help in identifying areas, which need to be explained and improved to make heads training relevant in the given context.
2. It will be helpful for heads of secondary schools to improve their own practice parameters and will identify further bottlenecks for research and development.
3. It will provide guidelines to heads of secondary schools to improve their management and supervisory skills.
4. It will provide guidelines to policymakers to bring appropriate changes in the training programmes for heads within relevant and appropriate parameters for promotion and professional development in F.G. Schools System.
5. It will provide useful insight into the practice, which will help the practitioners of other organizations to improve their own practice.

Delimitations of the Study

The spectrum of this research has been delimited to the following facts:

1. All heads of F.G. Secondary. Schools (male and female) in Rawalpindi and Wah Regions were included.
2. Both English and Urdu medium Schools were included

Type of the Study

It is mainly descriptive type study with qualitative components to add depth to the research findings. The study involved a survey of different schools for an assessment of training need secondary school heads. Some interviews were also conducted to further substantiate the data findings.

Literature Review

Headship and Teacher Training

In Pakistan, there is no mentionable training opportunities and promotion of professional development system for capacity building of the heads of such as in case of many developed countries.

The existing B.Ed or M.Ed curricula do not provide appropriate management training to student who may take up management positions in schools later on in their career. Moreover, training of heads has not received any attention from the related concerned Ministry of Education or Government agencies. The National Education Policy (1998-2010,) looks at this aspect in the following way:

“Unfortunately, at present there are no arrangements for training of educational administrators, supervisors and curriculum planners in the country. The M.Ed degree at the university level needs to be strengthened so as to produce a corps of trained educational administrator and supervisors who can become head masters and head mistresses of high schools as well as DEOs, SDEOs and ADEOs to provide leadership in the field of education”. (p.65)

In Government schools, especially in F.G. Schools C/G, there are few in-service training programmes (refresher courses), which are limited in scope due to lack of competent trainers, frequent transfers of Director and Deputy Directors, limited resources, lack of interest on the part of heads. Shah, (1998) studied the

effects of lack of management development and training in Pakistan. He goes on to say:

“When we are appointed as principals we have no relevant experience and know nothing about the job. Principals have realized that teaching and administration are two different things. Managers must be trained according to heads, coming to this job without being prepared for it job-effectiveness, delayed processes, and increased possibilities of errors and omissions. Much time was often wasted in seeking informal help, which was not always available or reliable. Before appointment as head we must be provided training for a specific period, related to job requirements”. (Shah, 1998 cited in Khan 2000, p.22)

In the light of above, it may be argued that there is a dire need for management training of the head. Therefore, it is essential here to identify the weak and strengthen areas of school management and assess the training needs of the head. Here, an attempt is made to elicit head's personal views for management training according to his/her requirement.

The main theme of this study is to find out skills essential for effective management in secondary schools and find out gaps between existing and required standard of competence necessary for headship.

Management and Headship

Heads plan, organize and control all routine activities with the cooperation of their subordinates in educational institutions.

Rao et al, (1991) defines management and its functions: “Management is the process of planning, organizing, directing and controlling to accomplish organizational objectives through the coordinated use of human and material resources”.(p.4). Management is an essential process in all organization to achieve set targets and goals. More importantly efficient and effective use of human, information, finance and physical resources is essential for effective management. Furthermore, effective use of heads' personal time is the essence of good management.

The main contention of this study was that head must be administratively competent, especially in areas such as making monthly salary bills, budgeting correspondence, accounting, verification, careful checking of registers (students fund, cash books, tuition fee and bill registers), files and ledgers for up to date

entries as well as ensuring proper and regular maintenance of the official record of the institution. On the other hand, heads must supervise the work of teachers regularly and continuously in order to encourage and guide the subordinates particularly in case of freshly appointed teachers.

Leadership Vs Management

A proper understanding of leadership is best revealed when compared to management. Leadership is a conceptual term while management is concerned with action. Ebert, (2001) argues:

“To be successful, managers are and must be detail oriented. Leaders must be concept focused. Good leaders usually dislike details and good managers may have a hard time seeing past them a leader in a management position will have a tendency to always try to see wide angle and therefore have some details fall through the cracks. Good leaders depend on the detail-oriented manager.” (p.1)

In existing condition, heads acquire their knowledge and skills through practices and experiences without sufficient background knowledge of basic managerial concepts and techniques. However, specific and latest knowledge and skills as well as relative experience are required for the heads to cope with the latest environmental challenges and perform effectively. They must understand the socio-political environment within which they operate and perform duties. Moreover, they have an ability to involve parents, get cooperation from community and establish fruitful relations with their superiors and government authorities. There is a little difference between leadership and management. The following distinctions have been made regarding the concept and practice of leadership in the context of school headship.

Leader

According to Camble (1999), “Actions that focus resources to create desirable opportunities.” (p.3)

Principal

Kelley (1980), denotes: “It is the principal who coordinates school tasks and creates the necessary conditions to enable teachers and students to succeed” (p.3). Gardner (1990) suggests that leadership is “the process of persuasion or *Example* by which an individual or leadership team induces a group to pursue objectives held by the leader or shared by the leader and her followers”. (p.1)

According to Tosi (1982), "Leading is an influence process, managing may be seen as the act of making choices about the form and the structure of those factors that fall within the boundaries of managerial discretion". (p.233)

Burns (1978) distinguished between the role of manager, "who negotiates with employees to obtain balanced transactions of rewards for employees efforts, and the role of leader, who targets efforts to change, improve, and transform the organization". (p.9)

According to Tichy and Devanna (1986,) "Managers engage in a very little change but manage what present and leave things much as they found them when they departs. Leadership focuses on change, innovations". (p.9)

To sum up the arguments, the concept of leadership may be defined as function based on a set of values and ethics of professionalism. It is not restricted to people occupying particular positions. Any person who can deliver the leadership functions is a leader. Such persons can include principals, school board member. Therefore, teachers, parents, students and community members can also be significant educational leaders. Head can only succeed as a leader, if she/he is enthusiastic and well informed about planning and implementation. She/he moves each project after consultation with the staff, i.e, democratic decision-making. Therefore, he/she must possess good communication and management skills alongwith deep understanding and knowledge of environment of her/his educational institution.

Communication and Management

Communication is the key to effective management. No educational institutional can run without communication. If there is no communication, employees cannot understand their duties. Heads cannot receive information and give instructions to their subordinates. Cooperation becomes impossible, because people cannot communicate their needs and feelings to others. Lunenburg et al (2000) highlighted the importance of communication:

"Communication, the lifeblood of every school organization, is a process that links the individual, the group, and the organization. Manager of school has multifaceted job, which could setting objectives, organizing tasks, motivating employees, and making decisions. Tasks cannot be accomplished, objectives cannot meet, and decisions cannot be implemented without communication". (p.432)

It is a fact that in school management, the importance of communication in routine management cannot be denied.

Singh (1995) analyzed the importance of communication in management as follows:

1. Communication is a requisite of managerial effectiveness. Planning and controlling are two principle responsibilities of management and these are essentially information processing activities.
2. Head of the institution spends most of his time communicating to employees.
3. Communication skills are essential for exercising leadership.
4. Communication acts to control employees' behaviour in several ways. When employees are required to communicate any job-oriented grieves to their immediate boss, or to follow their job description, or to comply with institutional policies, communication performs a control function.
5. Communication fosters motivation by clarifying to employees what is to be done, how well they are doing, and what can be done to improve performance.
6. Communication provides a fundamental mechanism by which members show a connecting link between their units. (p.36)

It can be concluded that the head spends her/his maximum time in communication. Therefore, he needs a clear understanding of the process of communication and creates open lines of two-way communication. In above-mentioned explanation, grievances mean here employee's problems regarding job. Therefore, the heads provide an easy access to head's office for teachers, students and parents for discussing their school related problems. The head must know about the personal problems of the staff members and try to solve them without any delay. This act of the head not only improves staff's performance as well as excels it. As quoted by Zaki (1995.), "management should give its employees what they need to excel". (p.13).

The head must avoid interfering in private affairs of staff-members. She/he must take into confidence the students representatives and meet them frequently for the proper assessment of teacher's daily work and student's academic improvement.

A principal faces surprises everyday and one of the greatest challenges is to strike a balancing act between responding effectively to everyday events and

needs of each member of school community scholars, parents, staff and community members while ensuring that s/he are monitoring the long term objective of preparing every child for success. (Kenner cited in Delisio, 2002)

The heads may follow certain formal methods of communication, such as delivering official circulars properly and in time among staff members, proper correspondence with officers, writing ACR forms skillfully, holding parents teachers meeting for academic improvement and character building of the students, settling the personal and group conflicts skillfully, contact with parents and community members by making schedule with the help of vice principal for receiving telephone calls from community members and parents. Moreover, above-mentioned explanation helps the researcher in pointing out some essential skills for day-to-day management and roles that might emerge out of that.

Management Skills

This study focuses on identifying specific skills that can enhance head's role at secondary level. Head must see the complete picture of her/his school and keep the institution in complete working order. Khawar (2002) mentioned that management skills require important knowledge in the areas of team building, group decision making conflict settlement within school, supervision of financial affairs of school and subordinates and performance appraisal and financial management, such as cost benefit analysis, resources allocation and resources management. S/he must be skilled in taking account of the general environment for education local level.

Allen (1998) subscribes to Kartz's three basic management skills for good and effective management. These are as follows:

- Technical skills:** The ability to use the tools, procedures or techniques of a specialized field.
- Conceptual skill:** The mental ability to coordinate and integrate the organization's interests and activities.
- Human relation skill:** The ability to work with, understand and motivate other people.) The pace of change accelerates and diverse technologies with Coverage and new global village are being created Allen (1998):
- Telecommunication:** Technological change alters fundamental structure of institutions and calls for new Organization.

The heads should be trained in community linkage, financial affairs, as well as communication skills, like public dealing schools, correspondence,

maintaining discipline, telephone-receiving skill, writing ACR forms, I. T. skill. A successful head needs to have good management skills, including the ability to decide, to motivate, to move vision into reality, ability to monitor and inform. And improve the quality of pupil education, to make fruitful working relations with superiors and get cooperative relations with parents and community also. Moreover, head must be competent in apply different ideas for any unforeseen condition.

The heads need training understanding and developing the ability to apply multiple perspective or frameworks to situations in school life: (Goldring, 1997) Therefore, a good and effective head must have a set of communication, management and technical skills based on good work ethics and professionalism. Thus, any training whether it is pre-service or in-service must incorporate components of practical hands on training and theoretical understanding of the working of an educational institution. This study will explore the current set up and organization of F.G. school system in the light of the literature review conducted with special reference effective teaching and learning.

Role of Heads in Secondary School

Head's behavior and activities that directly affect school processes and school outcomes. The main role of head is to facilitate daily working of the school, to balance their need for resources and bridge boundaries between school and external environment. In present situation, head teacher must act as facilitator:

“Head integrate, facilitate and coordinate the many aspects of the internal functions of the schools, so that goals and visions can be realized. They are not only concerned with what but also with how. Heads are not simply facilitator of instruction attending to the content and method of students' learning but they are also facilitators of the work of teachers”. (Goldring, 1997, p.3)

Therefore, the head must be friendly, cheerful to her/his subordinates in order to facilitate their work. She/he should facilitate her/his subordinates to increase their performance. She/he must balance his/her need for resources and distribute these resources through just and democratic procedures. The Head has to play multiple roles at secondary level Govinda (2002). The following are some of the main roles which a head has to play at secondary level.

Academic Administration

Under academic administration, the curriculum management activities hold an important place including implementation of curricular calendar, framing of time table, timely and effective curriculum transaction continued and comprehensive evaluation of students through examination, organization of co-curricular activities.

General Administration

It involves head giving admission to students, handling students and teachers union, work allocation, checking absenteeism and alternate arrangements, seeking cooperation, supervision and quantity and quality assessment of teacher's work, need identification for capacity building and making arrangement for the same.

Financial Management

It includes generation and mobilization of resources, allocation and timely utilization of resources, monitoring and evaluation of expenditures. It is notable that at secondary level, despite the availability of accountants and clerks, the head has to devote more time than normally expected. Head has to spend considerable time in supervising the work of accountants since they do not have specialized training in the field of financial management, it takes a lot of time to understand, follow and then supervise the related work. They still remain skeptical about spending the available funds, which affects the smooth flow of school activities. This generates demand for financial management training.

Material Resource Management

At secondary level, keep up of material resources require more attentions of heads. The heads have no power to incur expenditures as and when required. They have budgetary rigidity and for any change they have to seek the permission of higher authority.

Community Linkage

Establishing linkages with community to ensure enrolment, seek teaching help from able individual of village require a lot of effort on the part of heads. It is notable that most of the time of secondary head was dealing with admission pressure, discipline problems, political and administrative pressure and restoring

school credibility in the eyes of public. Therefore, heads should be trained in individual and group interaction, community linkage and relationship, financial affairs as well as routine administrative matters.

Issues in Effective Management of School

The main contention of this study is to assess the skills that an effective head teacher must acquire for smooth and effective running of educational institution. The head teachers face many problems and issues, which cause hindrance in smooth running of schools. Sanders, R. et al, (1999), pointed out that "hopelessness, poverty, less academic achievement of students and parental involvement in school promotion policy, community relations and politics, creating change in school are main issue in effective management of urban schools of India". ([http //eric. Uorgegon.edu](http://eric.Uorgegon.edu))

Begheteo (2003) points out that an effective management of school in case of USA faces many issues such as school finance, school law, violence, classroom monitoring, school safety, teachers' utilization community relations in routine management. In Pakistan, issues and problems faced by school management are quite different than that of any other country of the world. Researchers such siewet al (1999) suggest that career education being as early as elementary school for all students.

Murphy et al (2002) suggest that successful principal reform and build solid leadership organization by improving their own collaborative skills, developing teachers leadership and giving confidence to grow. Shah (1999) cites an opinion of a head on how principals should be trained, not just in theory but practically..... trained in all related matters. Otherwise the clerks culture dominates. The point is that training course should be instructive particularly in finance related matters. Joyce, A. (2002), recommended technology training for head teachers in order to cope the new challenges of modern age. Zaki (1988, p. 87) "Consensual decision-making requires patience and willingness to explore issues from many perspectives". Effective management depends upon loyalty of the staff also. Khan (2000) argues, "Education should enable the citizens of Pakistan to lead their lives according to the teaching of Islam as laid down in Quran and Sunnah and to educate them as a true practicing Muslim" (p.4).

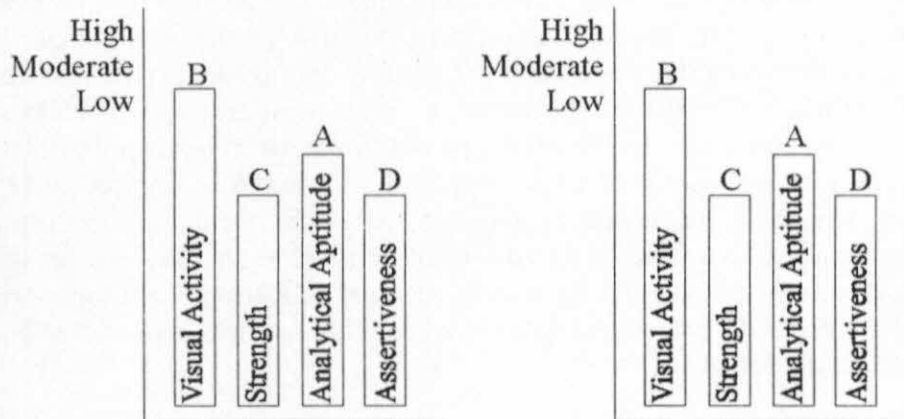
Assessment of Job Requirement and the Employee Abilities

Having felt the need for training in organizations, it is vital question to ask: How can we determine exactly what skills, rules, and knowledge, or needs are lacking in an individual and must be developed? A training programme must

start only after identifying areas of weaknesses in individuals which make them misfit for doing their jobs. Therefore, the research will try to understand and assess the training needs of heads in the selected schools (Rawalpindi and Wah Regions). The comparison between job requirements and skills employees possess reveal the training need for individuals. This can be seen in following figure 3:

Figure 3

Type of Skill Required by Job and Skill Possess by Employee



Rao, et. al. (1991, p. 454), mentioned a hypothetical example of research study & its findings are as under:

- Possess a lesser level of visual activity than required by the job
- Has less strength than required
- Has more analytical aptitude than required
- Possess an adequate level of assertiveness

In the light of the above hypothetical example, the researcher concludes that training needs assessment help in identifying weaken and strengthen areas of effective management. The above-mentioned example is useful for the study as it gives a framework to assess the training needs of heads of F.G. school system. Here researcher can conclude that in this study IT, community and public relations, ACR form writing, school finance are weak areas instead rather than strong and assertive area.

Training Need Assessment (TNA)

Training need is said to exist when a gap between the performances of an individual and a desired level of competency is perceived. This shows that a

training need can be described as a set of specific skills, knowledge attitudes, which are needed by individuals in a given organization in order to perform a particular job more effectively.

According to Swist (2001), the first step in the performance improvement process is the training need assessment of an individual, organization. A need is not a want or desire. It is a gap between what is and what ought to be. The need assessment serves to identify the gaps, and considers if the problem can be solved by training. The assessment is a part of a planning process focusing on identifying, prioritizing and selecting needs (performance problems) for starting training program in specific areas. The primary purpose of the training need assessment is to ensure that there is a need for training and to identify the nature of content of the training program conducting an assessment is a way to collect information that can be used to decide what type of training (development) will be perceived as relevant and useful or what skills and knowledge is required to be more effective. The above-mentioned explanation clarify the researcher's concept about the training needs assessment and goes further by saying that the essence of the dynamic, effective and resourceful management of educational institution is its dynamic, effective and resourceful head teacher. This requires a re-education and training of head teachers.

Kamp, D. (1996, p.18), emphasizes the importance of training needs assessment as most people have come to expect that, once they have learn their specific job skills, they no longer need to learn anything more being us up to standard for the job we are doing.

This study is about systematic need assessment which is a comprehensive process. It involves to decide the target population. (Heads of F.G. Secondary School System C/G) Here the research identify training need in weaken areas in school management such as effective use of IT in school, ACRs form writing skill, oral and written communication skills, parent and community relations school accounts and finance. This study also measure heads' competency in job related knowledge, skills and latest management techniques. Then set training objectives in the light of assessment finding and type of training needed by heads of F.G. Secondary School System Training need assessment identifies the gap between "what is and what should be". It indicates what training should focus on, i.e. it helps in guiding the formulation of training objective and the selection of the contents of training activities. Here the researcher feels that training need assessment of heads is critically important because a country's modernization and development depends on the quality of educational system prevailing in the country which further depends on the effective management of the schools. So,

, there is a direct link between educational management and national development. In short it can be said that training not only improve knowledge, behavior, attitudes, skills of head but also increase the performance of head for doing their jobs.

Contemporary Issues and Problems in Secondary Schools in Developing Countries: Pakistan as a Case Study

Extant literature concerning school headship in Pakistan point to many problems and issues in management:

1. Academic achievement and character building of the students
2. School Finance and Accounts
3. Political/Government Agencies Interference
4. Consensual Decision-making
5. Lack of IT knowledge
6. Lack of Islamic Knowledge
7. Parental Involvement and Community Relationship
8. Inappropriate Time Schedule of Heads
9. School Discipline

Training of Heads in Pakistan

In Pakistan, there is no sustainable system for management capacity building of head-teacher before he/she is promoted as a head-teacher. Shah, S. (1999, p.160) realized that "teaching/learning and administration are entirely different things. Head- teacher should trained for his/her jobs". There are some training programs, which provide in-service training to the head-teacher but it is happened rarely and benefited only a very limited number. This takes place under foreign funded projects.

Current Institutions

The Academy of Educational Planning and Management established in 1982, has an aim to provide training to the administrators at all levels of education. Khan, H. (2000, p.37) argued that "This institute cannot provide management training to head teachers (170 thousands heads in the country) due to limited resources and budget."

There exists a Bureau of Curriculum in each of the four provinces, conducts training of different kinds, but it is very limited in scope. Provincial Institutes for Teacher Education recently established in each of the four provinces

in the country each of the four provinces in the country, under NEP 1998-2010. Their main task is to provide in-service teacher and management training in the provinces. This Bureau does not play any role in training of head of F.G. Schools C/G.

Issues and Problems

In the case of management training of head of secondary school C/G, many of our failures in the past are due to limited resources and budget rather than administrative and managerial inadequacies. Another main issue in management training is that the existing B.Ed and M.Ed curricula do not provide adequate management training to Students. At present, the existing administration sections in Federal Division and supposed to identify the training needs of the public servants serving in the Department of the Federal/Provincial Governments. However, they hardly do justice to the task of assessing training needs of organization. Moreover, some critics as pointed by Rafiquddin, M. quoted by Khan, (1995), "Pakistan's Training Institutions are imparting academic knowledge rather than concentrating on correct training with the idea of increasing the learner's ability to do existing job better or increasing his/her professional skills". (p.181)

Another issue in management training of head is low attendance during training session. Usually heads take training as a casual thing because they have less tenure of her/his service at the time of their appointment as a secondary school heads.

Initiatives by the Government/Public/Private Sector

The government of Pakistan has felt the need for intensive management training of the heads. The National Government Policy (1992), states, "The managerial and administrative skills of educational personnel will be improved through professional training in techniques and methods of educational administration".

Method

Population

All (142) heads of the FG Secondary Schools System from (Cantt/ Garrison) high schools were the population for this study.

Sample

Sixty one heads of the F.G. Secondary Schools System of Rawalpindi and Wah Regions were selected as a sample.

Research Tools

Construction of Tools

Questionnaire

In order to collect data, a questionnaire for heads was developed. It consisted of four main parts. Part I collected with the basic data. It pertained to personal information of the heads of the institutions. Part II was concerned with problems faced by heads of institution in routine management of the school. Part III was concerned with roles and skills necessary for effective management. The last part of the questionnaire was concerned with the valuable suggestions from the heads of secondary school for training need of head teachers.

Table 1
Sources of Data Collection

Source for Collection Data	Number of questionnaires sent	Number of questionnaires received	Percentage
By mailing	16	Nil	0%
Through Personal Contact	25	20	80%
Through Personal Visit	20	15	75%
Total	61	35	57.37%

Interviews

Interviews were also used to collect data mainly to add depth to the analysis of the phenomenon under study.

Document Analysis

The analysis of official document was done to understand the administrative setup and policy of the organization chosen for study.

Pilot Testing

For the improvement of the instruments, these were checked by the supervisor and other researchers. The questionnaire was tested on the four members of population not included in the sample.

Data Analysis and Interpretation

Data collected through field survey and interviews were tabulated, classified analyzed and interpreted with the help of percentage and mean. Qualitative analysis was also conducted to crosscheck the emergent themes with those identified by the statistical analysis. In this study, the researchers used the following statistical techniques and formula in the treatment of the data:

- i) Percentage
- ii) Mean Scores

Total score of each item was calculated by adding up all the responses. Against strongly Agreed, Agreed, Uncertain, Disagree, and Strongly Disagree. After multiplying the number responses to their respective weightage i.e. 5,4,3,2,1, while mean score of each item was calculated by the below mentioned:

Formula

$$\text{Mean} = \frac{(F.sax 5) + (F.ax4) + (F.unc x3) + F.da x 2}{N}$$

Where

N	=	Total Number
Fsa	=	Frequency of strongly agreed responses
F a	=	Frequency of agreed responses
F unc	=	Frequency of undecided responses
F da	=	Frequency of disagreed responses
F sda	=	Frequency of strongly disagreed responses

The data collected through questionnaires were processed and analyze. The data has been presented in the form of tables in chapter four.

Finding from Interview

1. The current issues in head's training are the frequent transfers of director and Deputy Director, limited resources and budget, lack of competent trainers, and lack of interest on the part of heads. Another significant issue in the management training of heads is low attendance during training sessions. Usually senior heads take training as casual thing because they have less tenure her/his service at the time of their appointment as a secondary school heads.
2. The comprehensive training of heads is crucial for their professional development and up-dating their present knowledge in management skills.

3. The heads prefer to complete their work manually instead of computer
4. Due to lack of information technology skills and knowledge. However, it came up in analysis that heads are interested and keen to develop their computer knowledge.
5. The comprehensive training program may be arranged for experience and qualified heads annually. In-service training of heads is largely ignored causing a gap in educational practice. Recent focus on heads' training is an important benchmark for such initiatives in Pakistan.
6. There is an arrangement of training for newly appointed heads by Bureau of curriculum in each of the four provinces, but it is limited in scope. At present existing administration sections in Federal Division are supposed to identify the training needs of the public servants serving in the Department of the Federal/provincial Government. However, there is further developing and enhance the task assessing training needs of the organization. The overall result of the data analysis reveal that there is a dire need to have effective in-service and pre-service training of heads of schools. The findings are discussed in detailed in the next chapter along with the conclusions and recommendations.

Findings from the Questionnaire

Administrative Conditions in Selected Schools

Generally every school management faces different problems and issues such as low academic achievement of students, violence and in disciplined students. Only forty six percent of the respondent agreed that there is a proper arrangement of delivering moral lesson in assembly. (Table 2)

1. Majority of the heads are unsuccessful in getting cooperation from uneducated parents for academic improvement. Thirty percent of the respondents were of the view that parents visit schools for academic improvement of their children. Remaining seventy percent of the heads face the problem of parents' less cooperation in case of students' academic achievement. Forty five percent of heads expressed their view that they face parent's interference to their admission and promotion policy of the school through government agencies.
2. Fortyfive percent of the respondents agreed that efficient teachers are not encouraged by Directorate of Education. Fifty five percent of the heads were of view that efficient teachers are encouraged through appreciation letters on producing good results in annual examination. A skilful head handle this situation by awarding award to efficient teachers in order to enhance the performance of efficient teachers or lift their morale.

Fortytwo percent of the respondents expressed the view that there is an effective procedure to monitor the poor performance of teacher by transfer them to remote areas and stop their annual increment. 48% said that it rarely happened.

3. Ninety percent of the respondents expressed the view that heads have no role in fresh appointment and transfer of the teachers which results in severe shortage of teachers especially Math and Science teachers. Despite of overcrowded classes, eighty two percent of heads have appropriate procedure of checking the students' daily work.

Latest knowledge and technology

4. More than thirty seven percent respondents were of the view that their B.Ed and M.Ed degree provide help in day-to-day management of educational institutions. More than sixty five percent heads of schools were of the view that the heads can update their present knowledge in their present job description. Heads thought that these institutions provide an opportunity to heads for improving their academic as well as professional qualification during their jobs. This provides help in improving the quality of pupil education in their institution. Heads' ability to decide, to move vision into reality, to motivate efficient teachers, to monitor inefficient teachers, to apply different framework to different situation especially for unforeseen situation of an institution can also be improved. However, only thirty seven percent of the respondents have an ability to supervise their subordinate working on computer. The remaining sixty three percent of heads are unable to play their role in supervising their subordinates. Therefore, there is a dire need of heads' training in the area of information technology. More than fifty seven percent of schools were of view there is no resistance in applying new techniques and technology in their present jobs. Heads expressed that these institutions are better place for learning as compared to any others institution. The remaining forty three percent of the respondents felt that they are not well equipped with latest knowledge and techniques, therefore, they are restricted to follow the rules and regulations of the department in case of applying latest technology. It is also noted through interview agenda that mostly heads prefer hand written work instead of using computer.

Parents-heads Relations

5. In present situation, mostly heads are partially succeeded in playing their interpersonal role. Heads cannot involve with interacting with parents and students. Fifty percent of the heads expressed that there is easy access of parents to their office; the remaining fifty percent were of view that parents have no access the heads' office due to office work. In fifty percent school, there is no arrangement of holding parents-teachers

meeting. In remaining fifty percent school heads arrange parents' day at the end of every terminal examination. More than fifty one percent heads have time schedule for receiving telephone calls from parents. Only these 50% of Heads have fully awareness about the routine problems of the students in their teach as well as domestic problems such single parent child, poverty, child company. Sixty seven percent heads felt that there was a need for establishing school welfare committee for the help of needy students. Above forty one percent heads were of the view that community cooperates in arranging different events of the school. Few heads can get cooperation of community in learning programs and other events such as Annual prize distribution, sport day. Remaining fifty nine percent expressed their view that community do not cooperate in different school events. Majority of heads cannot play the liaison role and not fully succeeded in connecting links between schools and community embers or parents. Therefore, it is felt here that there is a need to promote training to heads in interpersonal skill, public dealing and community relations.

Head-subordinates Relations

6. In F. G. School System, Internal management of school is the main responsibility of head teachers. The number of teachers ranges from thirty to more than sixty members staff members include science teachers, Lab. Asst, Lab Attd, other teachers, PTI, Libertarian, Accountant, UDC, LDC, Class-4 (Chowkidar, Naib Qasid, Sweeper). The headmistress has to depend upon assistant headmistress in transforming school objectives into everyday real life. In secondary schools management an clearly classified into different categories such as personal management, financial management, enrollments and admissions, time schedule, teaching and management, guidance and supervision, examinations, sports, student societies problems and community relationship. In secondary schools, academic are managed by organizing the school into different departments, i.e, Department of Science, Department of Sports, Bazm-e-Adab Department. The Principals/ headmistress manage all these matters with the help of Vice-Principal/Assistant Headmistress and involving other teachers and administrative staff. It is clear from above description that Heads work with and through their subordinates and other people. Therefore, the heads create open lines of two way communication. Above fifty one percent heads were of the view that there is easy access to the heads by the teachers. They listen to their job-related as well as personal problems and try to solve if possible. In this way heads excel their subordinate's performance. Fifty one percent of the heads were of the

view that heads spend their time in their office due to office work. It is noted here that oral communication of heads must be improved. This skill includes talking and listening skill of heads. Sixty eight percent of the respondents were of the view that they have skill of writing ACR form. Therefore, heads should be given training in written communication also.

7. Eightyfive percent of the heads show their willingness to give just relaxation to their ill subordinate in their daily work. Eight three percent of the respondents expressed that they have ability to settle down personal and group conflict within school. The sixtyfive percent of the respondents agreed to the statement that teachers involve in decision taking centering issues in the school. It is noted here that majority of heads are well equipped in the areas of conflict resolution. But it is necessary to mention here that heads should be trained in decision-making skill.
8. Eightytwo percent of the respondents agreed with the statement that heads maintain distance between them and class-4. The heads delegate their power to their senior teachers to get work through class-4. It is noted here that heads have skill in delegating their power to their subordinates.
9. Seventy percent heads agreed that heads have a comprehensive knowledge and have ability to give reference from Quranic verses during staff meeting. This help in awaking teacher's inner conscious and creating a feeling of responsibility in teachers.

School Accounts and Finance

10. At present heads have an ability to obtain their school budget and they planned it properly for utilization. Ninety four percent of the heads are trained in obtaining school budget. Ninety seven percent of the heads have appropriate planning for the utilization of annual budget. Seventy one percent of the heads adopted effective procedures for the enhancement of the school welfare fund. Hundred percent of the respondents have effective arrangement of service books of subordinate within their school. Eightytwo percent of the heads expressed that they have a competency in making different staff bills. Ninetyone percent of the respondents agreed with the statement that heads have skill in maintaining different registers. Mostly heads expressed the view that in open ended question (section 4 of questionnaire) heads depend upon their clerks for official work which cause increased possibilities of errors, delayed processes and reduced job effectiveness. It is obvious that heads need training in school account and finance such as maintenance of different registers, preparation of staff bills and annual budget, record-keeping through computer.

Heads-superior Relations

11. Heads are working under GSO-I, Regional Offices and GSO-I are working under the Director of FGEI. Heads have official relation with their officers. Usually, Director implements the plan through GSO-I to head-teachers. At present, annual inspection of the schools are held by GSO-I with the cooperation of heads for improving the performance of the institutions.
12. Heads have no concern with the fresh appointment and transfer of teachers. Mostly heads expressed their view that this creates severe shortage of science teachers and Maths teachers in secondary school. Officers must consult Heads in case of fresh appointment and transfer of teachers in order to overcome this problem. Heads suggest that frequent meetings and telephonic conversation between heads and officers must be occurs to overcome this problem.
Heads expressed that they have limited power in purchasing different for school. Heads should be given more power for purchasing different equipment for school.

Findings from open-ended questions in questionnaire

- Heads may be trained in financial management, IT skill, guidance and counseling and co-curricular activities.
- Heads may be selected for long tenure of service.

Table 2
Responses from the questionnaire

Sr. No.	Statement	Mean Score
1.	There is proper arrangement of delivering moral lesson In assembly	3.4
2.	Parents visit school for academics Improvement of their children	3.11
3.	Parents interference with promotion policy of school	3.37
4.	Public pressure on admission policy of the school	4.0
5.	Efficient teachers are encouraged by the directorate	3.37
6.	There is effective procedures to monitor teacher's performance	3.43
7.	There is proper checking of children's daily work	4.29
8.	Heads' role in fresh appointment and transfer of teachers	4.57
9.	Heads update their present knowledge	3.97

10.	Heads apply new techniques and Technology in their jobs	4.34
11.	Heads properly supervise their subordinates working on computer	3.0
12.	B.Ed and M.Ed curricula do help in routine management	2.71
13.	There is easy access to the heads by the parents	3.69
14.	Heads have time schedule for receiving telephone calls from parents	3.2
15.	Establishment of school welfare committee	3.8
16.	Community cooperate in arranging different events of the school	2.86
17.	There is easy access to the heads by the students	3.69
18.	There is easy access to the heads by the teachers	3.71
19.	Heads spend maximum time in office	3.14
20.	Heads have skill in writing ACR form properly	3.91
21.	Heads gives relaxation to their ill subordinates	4.06
22.	Teachers involve in decision making centered key issues In the school	3.83
23.	Heads settle personal and group conflicts within school	4.25
24.	Heads are competent in giving islamic reference	3.9
25.	Heads maintain distance from 4-class	3.86
26.	Heads communicate with politician and government agencies	3.9
27.	Heads are trained in obtaining school budget	4.29
28.	Appropriate planning for annual budget of the school	4.43
29.	Effective arrangement of school welfare fund	3.89
30.	Heads have skill to maintain different registers of school	4.11
31.	Heads are competent in making different staff bills	3.89
32.	Heads aware about circulation of official letter among staff member	4.0
33.	Effective arrangement of service books of subordinates	4.34
34.	Heads purchase different equipments of school	3.6

15. Other findings:

- The current issues in heads training are the frequent transfers of director and deputy directors, limited resources and budget, lack of competent trainers and lack of Interest on the part of heads.
- The arrangement for training of the heads by Bureau of Curriculum which is limited in scope.
- Heads prefer to complete their manually instead of computer due to lack of IT skills

Conclusion

Following were the conclusions of the study:

1. Mostly heads pointed out that their B.Ed or M.Ed degree do not provide help in day-to-day management of schools. Therefore existing curricula of B.Ed or M.Ed. may be updated according to new needs/requirement of 21st century. The updated and revised curricula of B.Ed or M.Ed may be helpful in effective running of schools.
2. In the present condition, mostly the heads try to update their job related knowledge personally. Though they feel no resistance in applying new technology and techniques, but majority of heads are not well equipped with latest management techniques and technology. Therefore, training may be given to heads in management techniques and job related knowledge.
3. Monthly educational magazines may be provided to every school by ministry of education for updating heads present knowledge relevant to their job requirements.
4. Majority of the heads expressed the view that head may be trained in decision-making skill. This may help the heads for making correct decisions after staff's consultation.
5. Majority of the heads expressed the view that head may be trained in human psychology. This may enable the head teachers to understand the behaviours of subordinates as well as to monitor and encourage teachers' performance.
6. Majority of head-teachers expressed the view that heads may be given lectures on Islamic beliefs and values during their training sessions. The comprehensive knowledge of Islam may be help the heads in providing guidance to the students for their proper character building of the as a citizen of Islamic state such as Pakistan. This may be helpful for heads in awaking teachers' conscious for performing their duties honestly. This may be helpful in creating quality of honesty in head teachers' personality. In this way, heads may try their best to spend their precious time in involving them in different useful activities instead of sitting in their office.
7. Majority of the heads expressed the view that heads may be trained in interpersonal skill, public dealing, community linkage and relationship. This may help the heads in getting cooperation from parents in academic achievement and character building of students as well as community in teaching learning process, arranging annual functions of schools. This may help the heads to interact with students, parents and community members.

8. In-service training may be given to heads in I.T. This may enable the head to coach teachers on how to use IT effectively and supervise the subordinates working on computer.
9. Training may be given in Finance and budgeting cost-benefit analysis, accounts, before their appointment. This may help the heads to reduce job ineffectiveness, delayed processes in routine management, increased possibilities of errors and proper supervision of clerical staff.
10. Another skill needed for effective headship was writing ACR Forms. This may enable heads to point out specific traits of teachers which may further help the education department to select right person for fresh appointment of heads.
11. Majority of the heads may have knowledge about co-curricular activities. This may help the heads to organize different co-curricular activities in fair and just environment.
12. There may be frequent meeting and telephonic conversation between heads and superiors. This relationship creates a basis for understanding the complex interactions that heads have their superiors. Moreover, Heads may be given more powers by their Directorate in case of fresh appointment, transfer of the teachers, purchasing different equipment for school. This may solve the problem of acute shortage of Science and Maths teachers in F.G. Secondary School. Moreover, it also reduced job-effectiveness and delayed processes.

Recommendation

On the basis of conclusion, following recommendations are made:

1. In order to provide competent heads in secondary schools in future, the M.Ed curricula may revise in context of real needs of heads, keeping in view the present and future requirements of country.
2. It is recommended that heads may be provided proper training before they are appointed as heads. Moreover, the training may foam a management skills, appropriate knowledge and support systems.
3. It is suggested that research may be carried out to determine the skills essential for freshly appointed heads in primary school which will improve the effectiveness of primary school management.
4. It is recommended that heads may be selected through screening test by educational department or FPSC. This will help in appointing heads for long tenure and may be effective in reducing the gap between actual and desired standard in the performance of heads.

5. In order to make training program effective, proper assessment of heads may be taken during the session of training program. Heads showing satisfactory performance may be given awards and other incentives e.g., honorary increments etc to encourage good practice. (Honorary increments).
6. The scope of this research was limited to Rawalpindi and Wah Region, it is recommended that similar studies may be conducted at national level and training needs of heads at higher secondary level may be studied. This will help in arriving at conclusions, which may help in improving the performance of the heads of primary and higher secondary level also. This will have an overall positive affect on educational practice in Pakistan.
7. It is recommended that research may be carried out to identify the problems faced by heads and teachers at all levels in order to come up with a comprehensive strategy to tackle problems faced by heads in schools.

Strategies for Future

1. In future only highly qualified, well experienced and professional expert teachers may appointed heads of schools.
2. In case of department promotion aptitude test and attitude test may be introduced for the selection of heads alongside interview.
3. The existing curricula of professional degrees may be revised in such a way that the future heads of schools can run an educational institution more effectively according to latest the trends of the society.
4. Monthly educational magazines/journals may be printed by Ministry of Defense and distributed among different heads of schools for updating their present knowledge.
5. Good heads may be awarded foreign scholarships for higher studies.
6. In-service training may be given to heads the training program may be evolved and developed through and developed through inclusive policy and incorporating the needs of heads.
7. The existing curricula of pre-service training may be revised in such way that the performance of heads is enhanced in future they are encouraged to continuously improve their professional knowledge and skills.
8. Heads may be selected for long tenure through aptitude test.
9. The universities and schools may work together through research to ensure that the knowledge and understanding of the field is expanded and improved.

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DISCIPLINARY PRACTICES OF PRIVATE SECONDARY SCHOOL TEACHERS IN TACLOBAN CITY IN COPING WITH STUDENTS' BEHAVIORAL PROBLEMS: THEIR EFFECTS ON ACADEMIC PERFORMANCE

By

Jahangir S. Mehr - Afsha*

Abstract

The main purpose of this study was to find out the disciplinary practices, employed by private secondary school teachers in Tacloban City. Especially, it sought to answer the following questions: 1) What are the disciplinary practices employed by private secondary school teachers to help prevent and control the behavior of students such as physical aggression, peer affinity, attention seeking, challenge of authority, critical dissension as perceived by teachers themselves? 2) Is there any difference between the perceptions of the following: 2.1 Male and female teachers, and 2.2) young and old teachers on the disciplinary practices, such as physical aggression. Peer affinity, attention seeking, challenge of authority, critical dissension? 3). Is there any disciplinary effect employed by the private secondary school teachers on the performance of the students? The descriptive method of research was used in gathering the data needed for this study. The total number of 91 teachers in 5 private school in Tacloban City, namely Divine Word University, Leyte Colleges, Holy Infant College, Sacred Heart School and Leyte Progressive School were the respondents of the study. In the light of the data gathered, analyzed and interpreted, the following were evident: 1). The least disciplinary measure that the teacher-respondents commonly agreed was to call the student whose attention is wavering. 2). Also the respondents either agreed or likely agreed to disapprove the students' misbehavior by oral reprimand or tone of voice. 3). To report to higher authorities. (4). There is a significant difference between the perceptions of the male and female teachers on the disciplinary practices. 5). There was no significant difference between the perceptions of the young and the old teachers on the disciplinary measures that they have practiced. 6). There was a relationship existing between the disciplinary practices and academic performance of students.

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The proper functioning of any social system requires some regulations to be observed by its members. Behavior is dedicated by need and unacceptable behavior is born of individual value system in conflict with generally accepted value.

Man has to struggle in the world where he lives in order to survive the demands of an authority, which represents a balance between freedom and order. A need for control and limitation is necessary to maintain peace and order for each one's strong composition for survival. In a community's life, discipline is required for the good of all concerned. Laws are passed and codes are issued to serve and guide people to assume greater responsibility for their own actions and behaviors and to let them feel obliged to contribute to the welfare and wellbeing of the society to which they belong. Observance of group welfare, conformity to legal requirements, respect for authority and learning, and temporarily setting aside one's own immediate wishes are lessons that must be learned if one is to feel safe in society. This is no less true of a school system than it is of a society. For a school system to function properly, the conduct of pupils must conform to conditions that are conducive to learning. Principals and teachers are by statuses and board regulations charged with the responsibility of maintaining such order in the school. Discipline is the procedure, including rules by which order is maintained in a school. In general, the system of discipline in a school will reflect the system found in the broader society.

Discipline is also an essential factor in the success of an individual. It enables the person to focus his attention on the goal ahead of him, solving the problems and overcoming obstacles he may encounter on the way. The rules he sets for himself may be unconventional as others may see them; but, it takes a self-disciplined man concentrate all his efforts and resources to attain his ambition.

In the teaching-learning situation, the teacher's best efforts are directed towards creating a classroom environment supportive of healthy personality integration and enrich with learning experience that capitalizes on the enthusiasm of youth. Children and youth are sent to learning institutions to be guided toward the satisfaction of the goals they set for themselves and the fulfillment of their ultimate aim in life. In achieving these ideals, discipline is required to enable the teacher to get on with her job to help the individual develop his potentials. Consequently, rules and regulations can only be effective as the teacher employs effective disciplinary practices.

The writer was, therefore, interested to find out the disciplinary practices considered to be effective as employed by the teachers of the private secondary schools in Tacloban City. Hence, it was in this regard that this study was conducted.

Methodology

The descriptive method of research was used in this investigation. It is a method of description of phenomena based on the collection of data and statistical analysis of numerical values.

All the 91 teachers in the five private secondary schools in Tacloban City, namely: Divine Word University of Tacloban, Lyete Colleges, Holy Infant College, Sacred Heart School and the Leyte Progressive School were the respondents of the study. They were requested to answer the questionnaire to solicit from them their disciplinary measures as practiced by them in their schools to cope with the student's behavior problems.

Also included in the survey were the 30 second year students who were in the first year last school year, 35 third year students who were the in second year last year and the 35 fourth year students who were the in third year last school year.

The researcher personally administered the questionnaire to the teacher-respondents. To facilitate the distribution and answering of the questionnaire, the teacher through the head of the school, were convened to a conference as requested by the researcher on the date convenient to them. In doing this, the retrieval of the questionnaire was not a problem.

Table – 1
Number of Teachers in Private School

S. No.	Private School	No. of teachers	Percentage
1.	Divine Word University of Tacloban	20	21.98
2.	Leyte College	26	28.58
3.	Holy Infant College	15	16.48
4.	Sacred Heart School	15	16.48
5.	Leyte Progressive School	15	16.48
	Total	91	100

Table – 2
Number of the Students in Private Secondary School

S. No.	Name of Schools	Number of Students			
		2 nd Year	3 rd Year	4 th Year	Total
1.	Divine Word University of Tacloban	11	12	11	34
2.	Leyte College	7	8	9	24
3.	Holy Infant College	6	7	8	21
4.	Sacred Heart School	3	4	4	11
5.	Leyte Progressive School	3	4	3	10
	Total	30	35	35	100

Statistical Measure Used

The following null hypothesis were tested in this study:

There is no difference between the perceptions of 1.1) male and female; and 1.2) young and old teachers on disciplinary practices such as physical aggression, peer affinity, attention seeking, challenge of authority and critical dissension.

There is no disciplinary effect on the academic performances of the students with behavioral problems such as physical aggression, peer affinity, attention-seeking, challenge of authority and critical dissension.

ANOVA. The analysis of variance was used to test the null hypothesis number 1.

Critical Ratio. The critical ratio was used to test the null hypothesis number 2. The formula is

$$C.R. = \frac{(M_1 - M_2)}{S.E._D}$$

Where M_1 and M_2 = are the means of the two distributions; $S.E._D$ = the standard error of the difference of the means.

For the purpose of this study, the researcher established a set of norms in interpreting the mean scores obtained from the disciplinary measures. The scale values were patterned form Evardone as described below.

<u>Mean Scores</u>	<u>Weights</u>	<u>Descriptive Rating</u>
4.6 – 5.0	5	Strongly Agree (SA)
3.6 – 4.5	4	Agree (A)
2.6 – 3.5	3	Likely Agree (LA)
1.6 – 2.5	2	Disagree (D)
1.0 – 1.5	1	Strongly Disagree (SD)

Findings

In the light of the data gathered, analyzed and interpreted, the following findings were evident:

1. The latest disciplinary measure that the teacher-respondent commonly agreed was to call the student whose attention was wavering which obtained a mean score ranged from 3.6 to 4.6 on all the behavioral problems such as physical aggression, peer affinity, attention-seeking, challenge of authority and critical dissension.
2. Also the respondents either agreed or likely agreed to disapprove the students' misbehavior by oral reprimand or tone of voice and advise student about his/her misbehavior in front of the class with mean scores ranged from 2.6 to 3.5 and 3.6 to 4.5. These disciplinary measures which secondary school teachers practiced help prevent and control students with behavioral problems such as physical aggression, peer affinity, attention-seeking, challenge of authority and critical dissension.
3. To report to higher authorities and to talk with or interview seriously the parent/guardian were the most pronounced disciplinary measures that the private secondary school teachers highly practiced to help prevent and control the misbehavior of students with behavioral problem on challenge of authority.
4. The F-values in finding the significant difference between the perceptions of the male and female teachers showed that these were all significant at .05 level of significance with 4/20 degrees of freedom. It follows that, there was a significant difference between the perceptions of the male and female teachers on the disciplinary practices such as physical aggression, peer affinity, attention-seeking, challenge of authority, and critical dissension.
5. The F-values in computing the significant difference between the perceptions of the young and the old teachers showed that at .05 level of confidence with 4/20 degrees of freedom were not all

significant. Hence, the null hypothesis is accepted. So, the researcher deduced that there was no significant difference between the perception of the young and the old teachers on the disciplinary measures that they have practiced.

6. The values of the critical ration in computing the significant difference between the perception scores on the disciplinary practices and the students' academic performance showed to be all significant at .05 level with 1.96 as the point of reference in accepting or rejections the null hypothesis number 2. Since all the critical values were all significant, the null hypothesis was rejected and the researcher can safely say that, there was a disciplinary effect on academic performance of the students.

Results and Discussion

There were five groups of behavior problems, namely: physical aggression, peer affinity, attention-seeking, challenge of authority and critical dissension by which the respondents were requested to give their perceptions based upon the categorized responses, to wit: strongly disagree (SA), agree (A), likely agree (LA), disagree (DA), and strongly disagree (SD). There were ten disciplinary measures from which respondents could give their perceptions for every questions raised along each of the five behavioral problems.

On Physical Aggression

The first question raised along with physical aggression was: When a student fights another student with fist or object without cause, the respondents answered on the agree category that their disciplinary measures was to call the student whose attention was wavering, which has a mean score of 4.21 ranked. The respondents believed that if attention of students is called, they would surely listen attentively to them and then gain a better understanding that to fight with another student is not good. The respondents also replied that they gave difficult assignment/test to discipline students which got a mean of 4.23 ranked 2. The teachers were aware of the fact that when the students are given difficult assignments, their attention will focus on it in order to solve it, and so, attention is deviated to a more useful class activity. However, it was found that the respondents disagreed on lthe disciplinary measures on talking to or interview seriously the parent/guardian which obtained a mean score of 2.38 ranked 9. here the teachers seemed to be more inclined to deal immediately with students from whom they can get the reason for their misbehavior and can be checked right any on how these students can behave well in class and elsewhere. This implies that

the teachers were really firm in enforcing their disciplinary measures in the classroom. When a student breaks or destroys the things in the classroom and/or of students, was the second question asked on physical aggression. In this question, the respondents agreed that they took intently at the student without talking which has a mean score of 3.77 scored 2.5 and call the student whose attention is wavering with mean score of also 3.77 ranked 1.5. In this disciplinary measure, the respondents were really sincere in what they believed that calling the attention of students would make them aware that they have done something wrong. The respondents disagreed to deny the students privileges or some other benefits which has a mean score of 2.49 ranked 9 and ignore the misbehavior of the students with a mean score of 2.21 ranked 10. Denying the privilege of students such as for example not allowing them to go out during recess time or ignoring their behavior would worsen the misdemeanor of students, hence, the respondents disagreed to those measure as a means of disciplining students.

The third question posed on physical aggression was: When a student outbursts violent anger, again the respondents agreed to call the student whose attention is wavering with a mean score of 3.60 ranked 1. This disciplinary measure is rally the most pronounced way of making the students aware of their misbehavior and by calling the students will make them turn straight to their normal and accepted behavior in the classroom. The respondents likely agree to disapprove the student's behavior by oral reprimand or tone of voice which got a mean score of 3.00 ranked 3 and to advise student about his/her misbehavior in front of the class having a mean of 2.95 ranked 4. And the respondents still likely agree to report the misbehavior of students to higher authorities with a mean of 2.04 ranked 6. the respondents likely agree that by reprimanding the students when they outburst violent anger by advising them for their misbehavior in front of class would mean that those disciplinary measures were intended for the whole student population, that is why, it was done in front of the class for them so they would behave well in all-occasions.

The fourth question was: When the student is argumentative doesn't take "No" for an answer, the teachers again agreed to call the student whose attention is wavering which got the highest mean score of 4.41 ranked 1 and ignore the misbehavior of students having a mean of 3.70 ranked 2. However, the respondents disagreed to be angry in front of the class which obtained a mean score of 2.43 ranked 10 and to deny the student privileges or some other benefits ranked 9. The teachers showed disagreement on to be angry in front of the class because they believed that this is an immature disciplinary measure in dealing with students. And to deny the students' privileges and benefits is also inhuman in disciplining students.

The fifth question was: When the student is quarrelsome with others, the teachers agreed to call the attention of the students and to advise them about their behavior in front of the class. Those measures were employed again by the teachers to discipline the students because they really believed that by doing this from now and then, the students will be reformed. The teacher-respondents disagreed in ignoring the misbehavior of students and getting angry in front of the class which is a sign of immature and unbecoming for a teacher to do so.

On Peer Affinity

The first question was: When a student whispers to other student during class recitation, the teacher agreed to call the student whose attention is wavering which obtained a mean score of 4.44 ranked 1. Also they agreed to disapprove the students by oral reprimand or tone of voice which got a mean score of 4.04 ranked 2. The teachers agreed on the above measures to discipline students because calling the attention and orally reprimanding the students would make them immediately aware that they have done a misbehavior against their classmates and can readily see and observe their own errors, so, they can correct them at once. However, the teacher-respondents disagreed to ignore the misbehavior, to talk with or interview seriously the parent/guardian, report to higher authorities because whispering to other students is not a grievous act of misbehavior but just a very slight offense. Also to be angry in front of the class to put a stop to student who whispers to another student is not an intelligent measure of disciplining students but will only create hatred among them against their teachers.

The second question on peer affinity, was: What do you do when a student moves without asking permission as the lesson is going on? The respondents agreed to call the student whose attention is wavering which obtained a mean score of 4.10 ranked 1. Also they still agreed to disapprove students behavior by oral reprimand or tone of voice having a mean score of 3.99 ranked 2.

These above mentioned disciplinary measures have always been agreed by respondents to check the misbehavior of students and make them reform as much as possible. The teachers likely agree that looking intently at the students without talking, would also be a good measure to discipline because, when a student moves without asking permission while the lesson is going on would mean that teachers disapprove this kind of behavior. However, the respondents disagreed to talk with or interview seriously the parent/guardian by which this measure got a mean score of 1.74 ranked 10 or last. The teacher disagreed because student who moves without asking permission while the lesson is going on is just a slight

misbehavior of the students, which could be corrected immediately. But the respondents, disagreed to ignore this kind of misbehavior. It should be corrected immediately so that students would be conscious that their teachers do not want them to move or let us stand, and go around because it would distract the attention of other students who are listening attentively to their teachers.

The third question asked on peer affinity was: What will the teacher-respondents do when a student talks while somebody is reciting? The teachers respondent that they would agree to disapprove the students behavior by oral reprimand or tone of voice which got a mean score of 3.89 ranked 1. The respondents believed that by orally reprimanding the student who talks while somebody is reciting, would make the students conscious that this is an impolite behavior without due respect given to the student who is reciting. Again, the attention of the students must be called, so that he can gradually change his behavior by putting a stop to it. But, the respondents disagreed to ignore the misbehavior of student who talks while somebody is reciting. And still further, the teachers seemed to agree by giving difficult assignment/test which got a mean score of 2.60 ranked 9. by doing this, students could concentrate on their lessons.

The fourth question posed along peer affinity was: What will the teachers do when student changes seat while lesson is going on. The teachers responded that they agreed on calling the student whose attention is wavering which has a mean score of 4.44 ranked 1. They also agreed to disapprove the students behavior by oral reprimand or tone of voice which got a mean of 4.04 ranked 2 and to look intently at the student without talking that obtained a mean score of 3.93 ranked 3. The respondents disagreed to give difficult assignment/test which has a mean score of 2.00 ranked 10.

The fifth question was: What will a teacher do when a student teases students especially girls most of the time? The respondents agreed to deny the students privileges or some other benefits. This disciplinary measure obtained a mean score of 3.93 ranked 1.5. Also the respondents agreed to call the students whose attention is wavering and this measure has a mean score of 3.93 ranked 1.5.

On Attention Seeking

The disciplinary practices of the teachers were concerned to 1). When a student passes notes as the lesson is going on. 2) When a student makes inappropriate responses in the middle of the lesson. 3) When the student rushes to be fast at turn. 4) When a student waves his hands frantically in class so that the

teacher feels that he knows everything. 5) When a student interrupts the teacher while she is busy with other students.

Regarding the first question, the teacher respondents likely agreed to advise students about his/her behavior in front of the class by which this disciplinary practice obtained a mean score of 3.89 ranked 1. However, they disagreed to get angry in front of the class in which this practice has a mean score of 2.24 ranked 10.

Regarding the second question, the teacher-respondents agreed to disapprove the students behavior by oral reprimand or tone of voice. This practice has a mean score of 3.76 ranked 1. However, the respondents disagreed to ignore the misbehavior in which this practice obtained a mean score of 2.51 ranked 10.

Regarding the third question, the respondents agreed to disapprove the students behavior by oral reprimand or tone of voice which this practice obtained a mean score of 3.98 ranked 1. However, they disagreed to get angry in front of the class.

Regarding the fourth question, they agreed to deny the students privileges or some other benefits. This practice had a mean score of 3.70 ranked 1. However, they disagreed to ignore the misbehavior of students and to give a difficult assignment/test.

On Challenge of Authority

The disciplinary practices of the teachers were concerned to. 1) When a student shows resentment that something is not done as he desire. 2) When a student stuffs stones, sticks and the like in toilets, faucets and locks. 3) When a student shows a significant "I don't care" attitude towards the school. 4) When a student tries to cheat on examination/test. 5) When a student defies school rules and regulations.

Regarding the first question, the teachers likely agreed to report to higher authorities by which this practice obtained a mean score of 3.49 ranked 1. They also disagreed to disapprove the students behavior by oral reprimand or tone of voice in which this practice obtained a mean score of 2.34 ranked 10.

Regarding the second question, the teacher respondents agreed to report to higher authorities in which this measure obtained a mean score of 4.0 ranked 1.

They also disagreed to ignore the misbehavior in which this practice got a mean score of 2.3 ranked 10.

Regarding the third question, the respondents likely agreed to call the students whose attention is wavering and to deny the students privileges and some other benefits. They also disagreed to report to higher authorities because this misbehavior is not grave.

Regarding to the fourth question, the teacher respondents agreed to call the students whose attention is wavering. They also disagreed to get angry in front of the class and to ignore the misbehavior because these practices would mean to encourage if not to approve the misbehavior of the students in class.

Regarding the fifth question, the teacher respondents agreed to talk or interview seriously the parent/guardian. They also disagreed to ignore the misbehavior because to ignore a grave misbehavior is a criminal act, a way of tolerating or encouraging persistent misbehavior of students in school.

On Critical Dissension

The disciplinary practices of the teachers were concerned with:) 1) When a student makes criticism that are destructive. 2) When a student finds faults with the teacher's conduct. 3) When a student complains about assignment and homework. 4) When a student belittles the work of other students. 5) When a student often gives reasons to excuse his/her own conduct.

Regarding the first question, the teacher respondents agreed to call the student whose attention is wavering which obtained a mean score of 4.06 ranked 1. They also disagreed to ignore the misbehavior which obtained a mean of 2.2.6 ranked 10.

Regarding the second question, they agreed to look intently at the student without talking which obtained a mean of 3.90 ranked 1. However, they did not agree to disapprove the student misbehavior by oral reprimand or tone of voice and, to get angry in front of the class.

Regarding the third question, the teacher respondents agreed to call the student whose attention is wavering because by calling the student he can be explained about the needs of the assignments and also the teacher can individualize the school work. On the other hand, they did not agree to report to

the higher authorities because it is only a slight misbehavior between the teacher and the student.

Regarding the fourth question, the teacher respondents agreed to look intently at the student without talking because the student would readily understand that the teacher did not like. However, they did not agree to give difficult assignment with the reason that it is not fair to punish the class due to the mistake of one.

Regarding the fifth question, the teacher respondents agreed to call the student whose attention is wavering which obtained a mean score of 3.74 ranked 1. However, they disagreed to give difficult assignments which obtained a mean of 2.2 ranked 10.

Results of Statistical Tests

On male and females. The highest F-value among the male is Peer Affinity which is 104.2 while the F-value of the female is 4.74 at 0.5 level of significance with 4/20 degrees of freedom, the Tabulate F-value is 2.87 which is less than the computed F-value; hence, the null hypothesis is rejected. Both the male and female have significant difference between the perceptions of male and female on peer affinity. The lowest F-value of male is on attention seeking which is 9.43 while the female is 14.36 again, both F-values are significant and so the null hypothesis is rejected. The researcher can safely say that there is a significant difference between the perceptions of the male and female on attention seeking.

Conclusion

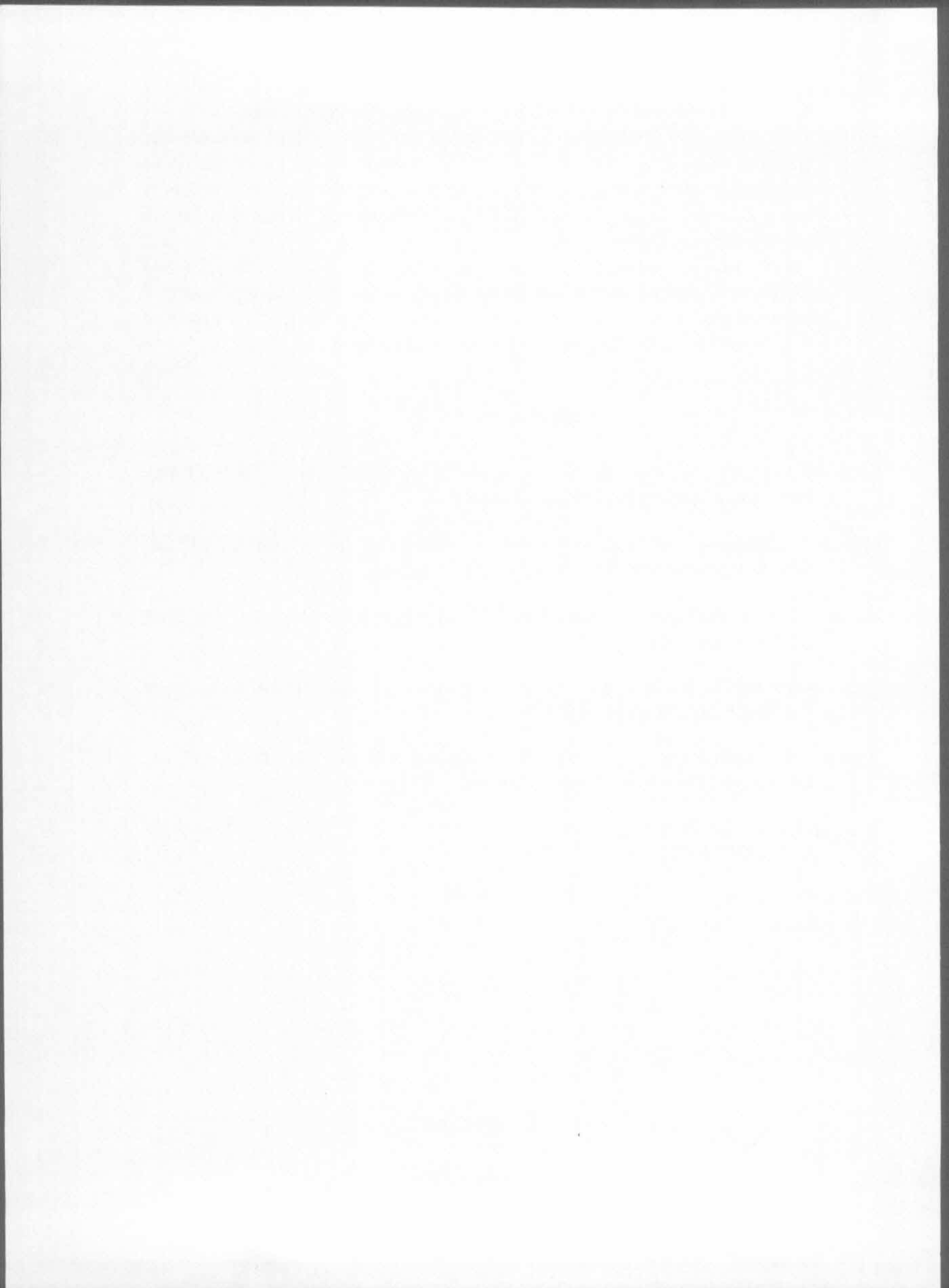
1. To call the student, whose attention was wavering, to disapprove the students misbehavior by oral reprimand or tone to voice, advise student about his/her misbehavior in front of the class, report to higher authorities and talk with or interview seriously parent/guardian were. The disciplinary measures which the private secondary school teachers commonly practiced to help prevent and control the misbehavior of students with behavior problems such physical aggression, peer affinity, attention-seeking, challenge of authority and critical dissensions are to call the student whose attention are wavering.
2. There was significant difference between the perceptions of the male and female teachers on the disciplinary practices such as physical aggression, peer affinity, attention-seeking, challenge of authority and critical dissension. This implies that teachers of each of the sexes must utilize

varied disciplining measures appropriate for a student displaying behavioral problems in order to put a stop to such misdemeanor.

3. There was no significant difference between the young and the old teachers regarding the disciplinary measures which teachers have practiced in their respective schools. This implies that age of teachers is not a deterrent factor in controlling the misbehavior of students in and outside the classroom.
4. There was a relationship existing between disciplinary practices and academic performance of students; which mean that, disciplined/well behaved students achieved better performance or the disciplinary practices helped improved the students' academic performance.

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diverse physical education programmes. The importance of physical education in helping out the man from various self-created problems arising out of modernization of the society cannot be undermined. Under these above mentioned circumstances, the importance of physical education teacher has increased manifold. Physical education teacher is knowledgeable to play a useful role in raising the general fitness standards of the people, thus making a strong nation. (Lat 2004)

Physical education teachers are the mentors of youth and sportsperson who are the future of nation. They are responsible to mould the behaviour of the youth and develop total personality and performance. These young people in due course of time win laurels for their *alma mater*, society and the nation. Physical education teachers face lot of problems while carrying out their responsibilities. The concept of physical education in the minds of peoples has not changed yet. They still believe that it is not more than jumping, throwing, playing sports activities and blowing the whistle though they are not aware of the fact that it has developed into full-fledged academic discipline which comprises of arts and science subjects (Sharma-2000).

The bad working conditions, ill-maintained playgrounds, paucity of funds and lack of facilities create impediments in their efficient and smooth functioning. This may cause tremendous stress on them while they perform their duties. Under these circumstances, the physical education teachers in different educational institutions may feel insecure, dissatisfied and disappointed.

For the present study the research scholars visited many schools in AJK and had seen facilities and infrastructures available. The teachers of physical education have to work under different geographical and climatic conditions with and without sports facilities. As far as their job profiles, salary structures, status among teachers of other disciplines are concerned, there exists number of anomalies which prompted to undertake the present study.

Objectives of the Study

To find out the significant difference between male and female physical education Teachers working in High and Higher Secondary Schools of AJK as related to their job stress.

To find out the significant difference between urban and rural male physical education Teachers working in High Higher Secondary Schools of AJK as related to their job stress.

To find out the significant difference between urban and rural female physical education AJK as related to their job stress.

To find out the significant difference between male physical education Teachers working in government and private High and Higher Secondary Schools of AJK as related to their job stress.

To find out the significant difference between female Physical Education Teachers working in government and private High Higher Secondary Schools of AJK as related to their job stress.

Methodology

A survey type study was designed to achieve the objectives of the study.

Sample

The data for the present cross sectional study were collected in 2006-2007. For the investigation of the study, two hundred Physical Education Teachers working in High Higher Secondary Schools of AJK were randomly drawn to act as subjects for the study. Out of the 200 teachers, there were 110 male and 90 female teachers. Bifurcation and nature of schools according to the Directorate of Education Schools of AJK record and randomly selected teachers are mentioned in the following table.

Bifurcation Schools and Teachers

Schools	Total No.	Teachers Sample Drawn	Male	Female
Government	291	128	70	58
Private	115	72	40	32
Total	406	200	110	90

Tools

Occupational Stress Index (OSI) by Dr. A. K. Srivastava and Dr. A. P. Singh (1948) was used as test scale for the collection of data. The responses of the teachers were converted into scores as per the instructions given in respective manual. The data were analyzed and subjected to statistical application.

Analysis of Data

T-test was applied to find out the significant difference among the physical education teachers in job stress variable at five percent level of significance.

Results

Table - 1
Mean difference of job stress variable among physical education teachers
working in Higher Secondary Schools of AJK

S. #	Sample Drawn	Number of Respondents	Mean	S.D.	M.D.	SEDM	T-value
1.	Total Male	110	121.85	13.90	-04	1.73	-.02
	Total Female	90	121.89	13.13			
2.	Rural Male	56	120.73	14.53	-2.28	1.77	-1.28
	Urban Male	54	123.01	13.24			
3.	Rural Female	46	118.89	13.40	-6.13	2.71	-2.26*
	Urban Female	44	125.02	12.20			
4.	Rural Male	56	120.73	14.53	1.84	1.82	1.01
	Rural Female	46	118.89	13.40			
5.	Urban Male	54	123.01	13.24	-2.01	1.6	1.25
	urban Female	44	125.02	12.20			
6.	Govt. Male	70	121.08	14.73	-2.12	2.76	-.76
	Private Male	40	123.20	12.34			
7.	Govt. Female	58	124.46	13.37	7.25	2.80	2.58*
	Private Female	52	117.21	11.45			
8.	Govt. Male	70	121.08	14.73	-3.38	2.51	-1.35
	Govt. Female	58	124.46	13.37			
9.	Private Male	40	123.20	12.34	5.99	2.84	2.10*
	Private Female	52	117.21	11.45			

*Significant at 5% level.

The Table I above indicates that male and female Physical Education Teachers working in High and Higher secondary schools of AJK have insignificant difference between the means of the job stress. In case of female Physical Education Teachers the mean job stress is higher than their male counterparts. This leads to conclude that female teachers are more prone to job stress.

There is no significant difference between the means of the job stress in the case of rural and urban male Physical Education Teachers. The mean value of the urban teachers is insignificantly higher than their male counterparts working in rural parts of the AJK.

There is a significant difference between the means of job stress for the female Physical Education Teachers working in rural and urban High and Higher secondary schools of AJK. Female Physical Education Teachers working in urban

schools have comparatively more stress than their female teachers working in rural part of the AJK.

There is no significant difference between rural male and rural female Physical Education Teachers working in High and Higher secondary schools of AJK in terms of their job stress.

No significant difference has been observed between the means of the urban male and female Physical Education Teachers regarding job stress. In the case of urban female Physical Education Teachers it has been found that mean scores obtained by teachers are insignificantly higher than the mean scores obtained by their urban male counterpart.

There is no significant difference between the means of the male Physical Education Teachers working in government and private High and Higher secondary school of AJK in terms of their job stress. Mean score obtained by male teachers working in private schools are insignificantly higher than female teachers.

There is a significant difference pertaining to job stress between the female Physical Education Teachers working in government and private High and Higher secondary schools of AJK. Female Physical Education Teachers working in government senior secondary schools are more prone to job stress.

No significant difference has been found between male and female Physical Education Teachers working in government High and Higher secondary schools of AJK in their job stress. Mean score obtained by female teachers working in private schools is insignificantly higher than male teachers.

In the case of the difference between the means of the male and female Physical Education Teachers working in private High and Higher secondary schools of the AJK the significant difference has been observed in their job stress.

Discussion

The present investigation is limited to know the job stress level among Physical Education Teachers working in High and Higher Secondary Schools of AJK. It has been well established from the results that female Physical Education Teachers are loaded with social and other family responsibilities, which they have to discharge before and after school hours, As a result they find little time to manage their day-to-day family and social problem. Especially female teachers

working in urban schools are more prone to stress than their rural counterparts. This may be attributed to the differences in life style pattern adopted at rural and urban parts of the AJK. More stress level of government female Physical Education Teachers as compared to private school teachers may be due to working in more difficult conditions. The female Physical Education Teachers working in government schools may not enjoy the modern facilities in term of conveyance and infrastructures to carry out physical activities. They have to struggle to perform their job responsibilities and handle large strength of students. It may be daunting task for them to train various sports teams and transports them to various destinations for different types of competitions, which might lead them to perform their duties under stress and strain. Male Physical Education Teachers working in private High and Higher secondary schools have more job stress in comparison to their female counterparts working in the same zone. This might be due to considering the socio-economic status of their society and the nature of additional jobs to be performed besides their normal teaching. In view of the above findings it is suggested that AJK government and private school management should formulate a policy to provide conducive atmosphere so that Physical Education Teachers are able to perform their duties under reasonable job stress. The schools provide optimum workload, which would help them to reduce their job stress. It is further suggested that female physical education teachers may not be loaded with professional responsibility, while giving due consideration for their family and social responsibilities.

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TEACHER'S ROLE IN READING CLASSROOMS IN A PAKISTANI UNIVERSITY

By
Dr. Rafique Memon*

Abstract

Considerable research has been carried out in experimental situations focusing on the instructional formats in order to see the effectiveness of materials, and then making recommendations on the basis of the results of certain studies. However, it seems that a very small number of studies e.g. Richards (1989), Paran (2002), and Cook and Wallace (2004) have focused on the role of the teacher in real reading classrooms. The present study reports on the role of teachers in reading lessons observed in a university in Pakistan. The data sources included observation of two teachers in six reading class, field notes, interviews of teachers and students. The findings show that the teaching of reading in that particular university is perceived as expounding meaning of the text to the students. The teaching methods and materials do not conform to the current theories of teaching reading. This entails implications for teacher training and raising teachers' awareness to the latest research in the field.

Introduction

Considerable research has been carried out in experimental situations focusing on the instructional formats in order to see the effectiveness of materials and then making recommendations on the basis of the results of certain studies (Chen and Grave 1995, Tudor 1988, Stotts 2004 Hamp-Lyons, 1983, Steffensen, Joag Dev and Anderson 1979, and Taglieber et al. (1988). However, it seems that a very small number of studies Richards 1989, Paran 2002, and Cook and Wallace 2004 have focused on the role of the teacher in real reading classrooms.

Richards's (1989) study reports on a lesson observed. The goals of the study were to find out as to how teaching in advanced reading is conducted by the teacher and what makes him an effective teacher?

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The instruments used were: observation, videotapes, interview of the teacher, reports of principals, colleagues, students, comparison of the teacher with other reading teachers. The following findings of the study provide the answers to the questions raised earlier by the researcher:

‘The teacher set out his own objectives for the reading course. He set out the plan for the day by writing the list of the activities on the board, which provided a clear structure to students. The students were instructed to work within the time allotted. The activities were designed in such a manner that provided the students with feedback on their own tasks. The organization of the lesson moved from simple activities e.g. inferencing to complex ones e.g. extensive reading. The teacher’s emphasis was to create more opportunities for participation and learning by encouraging group work and pair. He made an effective use of time during the lesson and maintained the record of students’ performance throughout the semester which helped him determine the overtime progress of the students. He seemed well aware of theories of teaching and learning in general and theories of reading in particular’.

The study entails various implications for L2 teachers in general and reading teachers in particular in terms of making decisions about lesson planning, making adjustments in terms of teaching and learning objectives (see Paran 2002: 191 for a critique). Paran (2002) also focused on the role of teachers, how they carried out lessons and how they understood reading in an EAP context. His study took place at a language centre in UK. Six classes taught by four teachers were observed. The data collection methods involved video and audio recording of lessons.

Looking at the six lessons in general and comparing two lessons in particular, the researcher found:

In five classes out of six the teachers followed the teaching materials closely though one teacher added a pre-reading activity and the other skipped some post reading activities. There was little use of the meta-language of reading except for the terms skimming and scanning. Paran identifies two views of reading, product, where the focus is on making sure the students get the right answer and process, where the focus is on making sure that students get to the answer in the right way. Process approaches, in this conceptualization, are associated with group discussion and interpretation.

These two descriptive studies and Cook and Wallace's study discussed in the section of methodology provide useful insights about teaching reading. The present study also looks into reading classrooms in their natural surroundings. More particularly the study contributes to an understanding of the nature of a traditional classroom outside the world of Britain, Australia, and North American (BANA) countries. The aims of the study are to find out:

- How teaching in advanced reading is perceived by teachers in the context of USJP?
- Does the teaching methods and materials conform to the current theories of reading?

To achieve this aim, the next chapter describes the procedures of data collection in order to address the research questions.

Methodology

Before the description of data collection and analysis procedures, the details of a similar study to the present one are given in order to get guidelines for the present study. Even a similar study was carried out by Cook and Wallace (2004) who were interested to see the ways in which reading courses were implemented in ESOL programmes. The special emphasis was on the fact that whether or not students are provided with appropriate ways of teaching and appropriate texts and tasks and whether or not students' own resources such as intellectual and cultural knowledge are taken into consideration, so that they can bring their outside knowledge to the classroom.

To carry out the investigation, the researchers chose two learners from class A and two learners from class B for close observation. They were also interviewed on four different occasions after their lessons. The other data sources included extensive field notes, recording of four classes, teachers' interviews, lesson plans, texts and tasks that were used in the classes observed. Findings reveal that two teachers framed lessons in two different ways. Teacher B applied more participatory approach. Teacher A seemed more concerned with the product of students in the shape of their right responses. Both teachers interpreted the curriculum in two different ways but still they were following communicative ways of teaching. With regard to appropriate texts, tasks, learners' reading styles and strategies, the researchers found that in class A learners adopted differing styles of reading. The way tasks were given, did not change one learner's style of reading. Likewise, in class B students were selective in reading different items in the text. The teacher wanted to bring them to

his prescribed agenda but students wanted to discuss beyond that. Also during interviews learners showed a preference for the topics of their own choice. The striking feature of learners' involvement was that they made use of their own resources, such as: cultural, linguistic and outside knowledge. In so doing they did not stick to the teacher agenda. The researchers claim that learners always possess hidden potential, which can be explored even further by providing them a wide range of authentic texts. Also learners should be involved in the selection of topics and text types this will help them exploit their own resources. Now we will move on to the data collection procedures for the present study.

Data Collection

Having sought permission from the authorities and getting consent of the teachers (see Table 1) I observed their classes and got their classes video-taped. The classes selected were B.A, students who were in the third semester of compulsory English reading classes. Six classes in total were video-taped (three classes of each teacher). The video maker focused on teachers because they were talking most of the times. He turned to students when there was any questions from them and when there was teacher-student interaction. The reading classes were taught by two teachers: labeled A and B in Table 1.

Table – 1
Information about teachers

Teachers	Age	Qualification	Teaching experience	Sex
A	39	MA English Literature	11 years	Female
B	29	MA English Literature	4 years	Male

Table 1 provides the background information about teachers based on their age, qualification, teaching experience, and sex. I have assigned letters A and B to these teachers as their pseudonyms. These English teachers were appointed to the university after finishing their Masters degrees in English literature. They are given teaching assignments straight away without any formal or informal teacher training and have no TEFL/TESOL training or qualification or any other formal teacher education. They taught the book *Point of view*, a collection of different essays edited by Alderton (1980).

Table – 2
Video-taped lessons

Types of lessons	No. of lessons	Duration of each lesson	Total recording hours
Reading lessons	6	50 minutes each	5 hours 20 minutes

The Student Interviewed

In total fourteen students of equal proportions of male and female have served as the participants of the study. Their ages range from 20-23. they are a mixture of urban and rural population. Their ethnic backgrounds were, Sindhi, Urdu, Balochi and Punjabi. They were in their 3rd semester of their Bachelor degree. These fourteen students were randomly selected from the whole class for the purpose of interviews.

Methods of Analysing Data

Data sources for the study included

- Transcripts of 6 lessons
- 14 Transcripts of student-interviews
- Field notes

The data analysis started with transcription of videotapes of the lessons. This was carried out by watching videos then writing manually; the transcription was checked and rechecked by revisiting videos again and again. This was followed by the transcription of interviews. This section has presented methodology whereas the outcomes of the investigation are presented in the next section.

Findings

A General Description of a Reading Class

A noisy corridor full of students, waiting for their English teacher in the morning around 10 a.m., as soon as the teacher arrived, the students rushed into the class to grab their seats. Some students had reserved their seats by putting their books on them but were standing outside apparently to chat with their friends. These students went directly to those seats. Other students sat wherever they found a place. Some students preferred to sit at the backbenches and others at the front ones. The teacher entered the class, went to the front, and grabbed the microphone. He introduced the researcher to the students and told them the purpose of videotaping of classes. The cameraman fixed the camera on its stand in the middle of the class. He focused on the teacher while he was speaking and on the students when they were speaking. Students sat at desks arranged in the rows facing the board. The teachers

stayed at the front all the time and was visible to all students. The lesson lasted for 50 minutes (Field notes 15th September 2005)

How does teaching in advanced reading is perceived by teachers in a Pakistani university?

Teachers in this setting perceive teaching-reading as expounding meaning of the text to students. Both teachers did so by reading text verbatim and explaining it to students. Unlike Cook and Wallace's (2004) study both teachers framed lesson in the same way. Their lessons had a sandwich pattern i.e. warm-up in which they invited questions from students in order to have a brief interaction with them. This was followed by the interpretation of the text, which remained under the tight control of the teachers. The interpretation stage was followed by the wrap stage, which was similar to the warm-up stage in which teachers tried to check understanding of students. This was the general pattern of all six lessons. Unlike Richard's study, the teachers did not provide students with many opportunities for participation. As both teachers controlled the textual input leaving students with their voice to hear. Both teachers were more concerned about their performance rather than students' learning.

However, both teachers differed from each other in many respects. For example, the teacher A while providing interpretation of the text to students made use of L1. It was generally where the teacher wanted to explain the meaning of vocabulary in the text. For example, in lesson 3 the teacher explains the meaning of the word 'elite' through the L1 equivalents 'ameer ghirana', 'wadera', and 'zameendar'. The L1 is combined with English. So we find one teacher explaining the word 'patronised' by mixing English with the L1 'hoonan khay continue kayo'; 'hoonan khay protect kayo' (They continued them; they protected them).

The L1 is also used to provide examples that can be related more easily to the students' background. So, again in lesson three, teacher A provides an example of books with a cultural significance such as '*Shah-jo-Risalo*' and '*Quliyyat-e-Iqbal*' (names of books of two regional poets). Finally the L1 is very occasionally used for classroom management purposes as when the teacher checks comprehension using L1 'theek aahay' (Is that ok?) In contrast the teacher B did not use L1 at all. Teacher A spent more time on the warm-up stage whereas the teacher B spent more time on the wrap up stage.

Interestingly, the two teachers made differing amounts of use of the range of orientations to the text. I have used adjacency pairs to highlight the differences.

Here adjacency pairs are used where teachers read the text and provided commentary to students. (Tables 3-4 teachers' orientation to the text)

Table -3
Teacher A's Orientation to the text

	Commentary involves conceptual and contextual points	Commentary involves textual points	Use of L1
Lesson 1	24-25, 34-35, 36-37, 40-41, 42-43 (5)	22-23, 45-46, 47-48, 49-50, 51-52, 53-54 (7)	42-43, 51-52 (2)
Lesson 2	38-39, 40-41, 56-57, 58-59, 60-61, 63-64, 69-70, 71-72, 73-74, 75-76, 77-78, (11)	38-39, 69-70, 79-80 (3)	39-40, 72-73 (2)
Lesson 3	15-16, 17-18, 25-26, 52-53, 54-55, 56-57, 60-61, 62-63, 64-65 (9)	17-18, 19-20, 21-22, 23-24, 56-57, 58-59, 60-61, 62-63, 64-65 (9)	52-53, 54-55, 64-65 (3)
Total	25	19	7

Table - 4
Teacher B's Orientation to the text

	Commentary involves conceptual and contextual points	Commentary involves textual points	Use of L1
Lesson 4	22-23 (1)	13-14, 18-19, 20-21, 25-26, 27-28 (5)	
Lesson 5	5-6, 10-11 (2)	3-4, 7-9, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 26-27 (9)	
Lesson 6	22-25, 26-27, 31 & 34 (3)	12-13, 14&19, 20-21, 22-23, 24-25, 26-27, 28-29, 37&40, 46-47, 48-49, 50-51, 52-53 (12)	
Total	6	25	0

So, while the teacher A addressed the textual points and paid attention to the language elements, the main features of her commentary were contextualizing the textual content, directing her commentary to students' experiences, and using L1 and local cultural examples most of the times. In contrast, the teacher B stays closer to the text and pays more attention to the language elements in the text. Even when they adopted similar orientations there were differences between the teachers. So, the teacher A reads ten lines from the text and comments on them in one go, whereas the teacher B deals with same lines by splitting them into smaller chunks and then providing a commentary in two or more stages. As shown below:

55. T: "After a century or two of this regime we shall all be as helpless as Lord Avebury's ants who starve to death in sight of the food because they were used to having put into their mouths by their slaves"

56. T: One example the writer quotes beautiful: that after one or two centuries this is going to be happened, we will be relying so much on the other people on the other agencies, on the government that we will be the example of Lord Avebury's aunt this example writer quotes that those have died because of this that they were not used to put the food in their own mouth. They were, they did not know because they never ever used their hand never ever used their fingers some one else, slaves had to put them so obviously what happened that the food goes before them no slave was there, they were dead because watching out of this food because of the starvation no slave was there to put their food into their mouth and they were dead so he says that we will be helpless, it means that all the things will be available to us but we are not used to we don't know how to use them, we have not used our abilities so one day will come that we will be just like a Lord Avebury's aunt we will die despite the fact that all these things are before us, I stop you here.

(Lesson 1, Teacher A)

28. T: "After a century or two of this regime".

29. T: This regime means? (noise in the class) Teacher: The way this you see regime as a word is used for the govt but here if this goes on, here system, if this system, which system?
(noise in the class: 'Spoon Feeding'.)

30. T: Spoon feeding, exactly if this system of spoon feeding, dependence goes on for another one hundred or two years then we would like this example.

31. T: "We shall all be as helpless as Lord Avebury's ants who starved almost to death in sight of the food because they were used to having it put into their mouths by their slaves".
(noise in the class)

32. T: What?

33.S.D Food for, for the er er wind

34. T: (interrupting): If even the inventions like you know, these basic things, these basic requirements of life where you know like eating food we might also become dependent upon other people and when you know that some body is not available we might you know go

to sleep without any food. So see again I mean this example may not be really you know possible but he is telling us by quoting the example, he is telling us the way we are going and growing dependent upon certain things then this situation may not be too far away so again the same words you know with using the different example teaching us that we should not be dependent upon certain things. Now this is very important paragraph. 'Inevitable' that way things are going on it. What is inevitable? Something which is sure to happen, something which is certain to happen so if the way the things on, this way then one day it would definitely happen.

The teacher, however, makes use of range of strategies when it comes to interpreting the text to the students, although the use of reading aloud may be overused. If we assume that different students are likely to benefit from the different range of orientations to the text, this episode can be said to provide some implicit opportunities for student learning.

Do the teaching methods and materials conform to the current theories of reading?

Neither methods nor the materials conform to the current theories of teaching reading. If we look at the methods of teaching (see Carrell et al. 1988), both teachers adopted an excessively dominant role in the entire teaching and learning process. This left students with the lack of explicit opportunities for participation:

There are many students who are not paying their attention to the teacher in lecture. When the teacher completes the lecture there are many students, they have confusion in their minds that what teacher said and what is the meaning of that lecture which sir has told us (Interview 6)

Mainly students performed the role of listeners. This made the majority of the students disengage from the lecture. This comment frequently appears in students' interviews:

In classes the only teacher lectured us and we can't understand about teacher lecture (Interview 10)

In the classes we were not self-involved in the reading (Interview 12). With regard to materials, if we look at the current theories of reading which suggest interactive approach to teaching reading (Carrell et al 1988) with the help

of pre, while, and post reading (Williams 1984) cycle for helping learners develop their reading skill; then we will realize that the classes observed were not reading classes because students were not explicitly involved in reading. It was only the teachers who were doing reading. The physical textbook was present, either in the teachers and students' hands or on the desk but was not explicitly referred to. However, there is evidence from the field notes that some students tried to record the teachers' ideas on loose papers or on the textbook itself. As an observation reveals:

Some students sharing the textbook in pairs and then listening to the teacher, and then they are trying to write something on the loose papers, and some of them were writing on the sides of the textbook itself (Observation on 17th Sept, 2005, Lesson 3 teacher A).

Other students may also be involved to the extent that they follow in their textbooks when the teacher reads an extract aloud.

Discussion

Three sets of data have been analysed to address the research questions raised earlier. The first set consists of classroom data, which have been analysed to find out how teaching of reading is carried out in the context of USJP. The second set consists of field/diary notes and the third set was interview data, which have been used to support the classroom data and to discover students' perception.

The structure of traditional lessons provided learners with a limited range of opportunities of over participation. The main opportunity for participation was to listen to the teacher. Findings showed that the reading classes were simple in their structure because there were not many activities for students to do except listening to the teacher most of the time. The teacher, on the other hand monopolized input and interaction by expounding meaning of the text. The aim of the study was to find out ways that can be helpful in developing learners' reading skills. The traditional method of teaching may not be appropriate to serve this purpose as it rarely involves learners in reading at all. In addition, the way teaching reading is carried out in traditional classes is not explicable in terms of theories of learning to read (see Carrell et al. 1988).

Pakistan is a hierarchical society, therefore, the element of authority is frequently used by the people in position higher than others. For example, authority is used at the level of policy making, authority is used at the level of institutional management, and authority is used at the level of syllabus designing,

likewise, authority is also used inside the classroom by teachers. A university classroom reflects the same psyche that works everywhere else in the country. In traditional classes, the size and purpose of interaction, negotiable capacity, and rules of speaking are set by teachers. (see Chaudron 1988). They can enjoy their position knowing that they cannot or will not be challenged by students. Thus the teachers can interrupt at any time, they can assert their points of view, can tell students as to what is right and what is wrong, ignoring students' opinions, etc.

The teachers' grip on the entire lesson activity may be attributed to various factors. For example, teachers in most of universities of the country have to cover a lot of material during a semester (see Houdbai 2005). Some institutions place a particular emphasis on this and require teachers to finish their syllabus within a limited period of time, therefore, they try to cover the specific amount of the text each day: this may well be the case at USJP also.

The teachers in the reading classes worked hard and tried to help students by providing a variety of concepts, using various familiar ideas and using L1 so that students can understand the content of the lessons. However, the teacher's teaching method based on transmission model raises questions about the effectiveness of teaching and learning because there are minimal opportunities of participation for learners. A teacher's lecture may be insufficient for all students because some students are less proficient and others are more proficient in English, some students may need more support than others. The effect of the teacher lecture can only be found out if there is any way of checking from students about their problems, agreements or disagreements. In the reading classes students have limited support from the teacher. Rather all of them are being treated at the same level assuming that they are getting what they need. Allwright and Bailey (1999) supports this perspective by saying that the same lesson is interpreted in many different ways by students therefore a teacher needs to be in close contact with students and these reading classes do not facilitate this.

In addition, teacher's continuous lecturing may prove detrimental to the student motivation. This is confirmed by Anton's (1991) empirical study showing that the involvement of students in teacher centred classes was very low because they had to listen most of the time to the teacher-lecture. Furthermore, teacher's role in traditional classes seemingly makes the classroom atmosphere a formal one, which may undermine learners' creative abilities as suggested by Freire (1993).

The teaching approach of the teacher reflects contextual factors also in terms of teachers' training backgrounds. In public sector universities of Pakistan there is no proper way of providing training to teachers at any level, which plays

an important role in helping learners develop intellectually as shown by Wegerif et al. (1999). In addition, the physical constraints such as classroom size may well be another factor that hinders interaction between teachers and learners, which is another important aspect of a language classroom. Interaction between teacher and learners plays an important role in learning process as suggested by Gibbons (2003). On the whole, the teachers in traditional classes played an excessively dominant role in the entire process of teaching and learning, which may prove detrimental for learners.

Implications

Findings related to the reading classes show that the teachers, being the main players suggested by Wedell (2003) lack training in this context and do not have exposure to the current literature on how reading happens and how teaching of reading should be carried out. To achieve this aim, the training of teachers should be carried out following the process of initiation, implementation, and routinisation (see Fullan 2001). Initiation involves decision-making process in order to carry out the intended change. Implementation is where ideas are put into practice and routinisation is where change becomes the part of the process.

This can be achieved in at least two complementary ways, the provision of teacher education programmes or a mentoring system. The university authorities should be requested to hire a teacher educator so that teachers' professional development can be carried out. The teacher educator should have fundamental knowledge of teachers' beliefs, attitudes, and local culture so that they can work collaboratively as a team as suggested by the empirical studies of Nunan (1989) and Morrow and Shocker (1993). As suggested by Fullan (1993) that teachers' consciousness should be raised about the prevailing situation of teaching and learning. To achieve this aim, teachers' attention should be drawn towards the current literature about teaching reading so that they can read it and understand it. The teachers should be encouraged to realize that they need to redefine and rethink their beliefs and attitudes towards teaching and learning, towards their roles, students' roles, and role of the material in the process. They should also be given the opportunity to watch the videos of new methods of teaching reading classes. This should be aimed at showing them how theory can be put into practice. The teachers should be encouraged to see how new methods and materials are different from the existing ones. Some teaching-reading lessons based on interactive process of reading (pre-while and post reading activities) should be given to them so that they can do the exercises themselves and discuss with each other. The purpose here should be to model professional development based on the current theories of teaching reading.

Teachers should be encouraged to consider how new classes are different from the existing one. They should also be encouraged to highlight particular aspects of the new methodology that interested them the most. Also, to identify the differences and reflect on them in pairs and groups in terms of 'what' they have been doing and 'how'. Alternatively, what should be done. Also, the setting of the existing classrooms, in terms of seating arrangements, teaching aids, does not seem to be conducive. Attention needs to be paid to this aspect also.

To summarise the section, the problem with these teachers seems to be that they are not aware of new ideas. If they are exposed to the new theories of reading and are provided with training they may become updated.

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THE EFFECT OF COOPERATIVE LEARNING ON READING, WRITING ACHIEVEMENT AND ACADEMIC SELF-ESTEEM

By

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Abstract

This study is aimed to know about the effect of cooperative learning in improving reading and writing achievements and academic self-esteem of students of large class. Self-esteem is how people feel about themselves and how much they like themselves, especially academically after using cooperative learning method. One hundred and twenty eight students of Government Comprehensive High School of English subject participated in this study and a pre-test, post-test control group experimental design was used. At the end of experiment, participants took Johnson and Johnson self-esteem scale containing sixteen items to know the self-esteem of the students. T-Test was used to know the difference between means. The results indicated a statistically significant difference between variables achievement in reading, writing and academic self-esteem. The researcher discusses pedagogical implications of cooperative learning and suggests recommendations.

Introduction

Education is a teaching learning process. Learning depends upon instructions. Many teachers use traditional methods of instruction in Pakistan. It is very difficult to teach English and to motivate the students to learn with traditional (whole class) method. The students of English class have to cover the syllabus in a limited period of time. There is no opportunity for a teacher in traditional learning methods to give individual attention to all the students. The result is that the relating achievement and confidence level in them remains low to the students (Khan.2001, 104). Cooperative learning claims to help the students in such a situation. Cooperation is compulsory component of cooperative learning. Cooperation means working together to accomplish shared goals. Within cooperative situations, individuals seek results that are beneficial for all members of

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a group. The students' work together to maximize their own and each others learning and self-esteem. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal and individualistic learning in which students work by them to accomplish training goals unrelated to those of other students (Johnson et al., 1999.p.5). Competitive and individualistic traditional learning methods are popular among Pakistani teachers. To use cooperative learning effectively, the teacher must realize that all groups are not cooperative groups. Some teachers use traditional learning group. In this instructional method, a group whose members are assigned to work together but they have no interest in doing so. The structure promotes competition at close quarters. On the other side in cooperative learning group, members of a cooperative group meet all reasonable expectations, which are given to them. In cooperative group, the students work together on specific tasks or projects in such a way that all the students in the group benefit from the interactive experience. The learners are different in their intellectual capacity, their motivation and their linguistic skills. There are two strong motivations that students have. One is in need for praise or positive feedback. The students want to be praised. However, they need to have self verification and verification from others. Cooperative learning may provide the positive feedback on the other side and the competitive and individualistic (traditional learning) methods provide competition among students.

Self-esteem means how people feel themselves and how much they like themselves, especially socially and academically. Everyone's self esteem is influenced by many factors parents, teachers, coworkers, friends, fellows' climates, and environment is constantly influencing self-esteem (Blascovich et al., 1991).

The cooperative learning proclaims to meet one's academic expectations and desires is a major key to the students' self esteem, having a high self-esteem has many positive effects and benefits. The students who feel positive about themselves are more persistent at difficult tasks. English is used as a second language in Pakistan. Numbers of second language acquisition models have been propounded in the last two decades. There also exist a variety of teaching approaches based on different views for not only second language learning but also enhancing self-esteem of the learners. In this article the researcher will attempt to relate two completely different view points: traditional (whole class) method, and the cooperative learning method to second language teaching and their impact on self esteem of the students.

Rationale of the Study

English is taught as a compulsory subject, valued for its educational and cultural significance. Yet, there is more emphasis on teaching English as perceived to be more important for communication in the domains of science,

trade and technology. However, instruction of English in the context of the present study remains competitive in nature and does not provide opportunities for active learning and self realization among learners because learners are expected to perform better than their classmates in order to attain higher grades and achieve approval and success. There is a need to examine cooperative learning as an instructional approach in a traditional school context such as this one based on the assumptions that it would promote active learning, enhance self esteem and meaningful interaction among learners. Specifically, the study addressed the following questions:

- (i) Is the cooperative learning method more effective than traditional learning in promoting the reading and writing achievement of learners in English subject?
- (ii) Is the CL more effective than traditional learning instruction in promoting the self-esteem of learners?

Objectives of the Study

The main objectives of the study were:

- (i) To asses the effects of cooperative learning and traditional learning methods on reading comprehension and writing ability of the students in the subject of English.
- (ii) To asses the effects of cooperative learning and traditional learning methods on the self esteem of the students.

Hypothesis of the Study

The following hypotheses were tested in this study:

- (i) There is no significant difference between the mean post-test scores of the reading and writing achievement of sample students who receive cooperative learning method and sample students who receive traditional learning method.
- (ii) There is no significant effect of cooperative learning on the self esteem of the sample students.

Definitions

The researchers have defined cooperative learning in the different ways: Johnson et al. (1999) state, "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's

learning. It may be contrasted with competitive and individualistic learning". (p. 5) Roger et al. (1992) described that cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p. 8).

Literature Review

Sadker and Sadker (1997) have focused on the benefits of cooperative learning. They say: Research shows that both cognitive and affective growth results from cooperative learning with the following additional benefits:

- Students taught within this structure make higher achievement gains.
- Students who participate in cooperative learning have higher levels of self-esteem and greater motivation to learn.
- A particularly important finding is that there is greater acceptance of students from different racial and ethnic backgrounds when a cooperative learning structure is implemented in the classroom. (p. 64)

According to McGroarly, (1993, pp. 19-46) the cooperative learning creates natural and interactive contexts in which students have authentic reasons for listening to one another, asking questions, clarifying issues, and re-stating points of view. Cooperative groups increase opportunities for students to produce and comprehend language and to obtain modeling and feedback from their peers. Much of the value of cooperative learning lies in the way that teamwork encourages the students to engage in such high-level thinking skills and analyzing, explaining, synthesizing, and elaborating. Interactive tasks also naturally stimulate and develop the students' cognitive, linguistic and social abilities. The cooperative activities integrate the acquisition of these skills and create powerful learning opportunities. Such interactive experiences are particularly valuable for the students who are learning English as a second language, who face simultaneously the challenges of language acquisition, academic learning and social adaptation.

Armstrong, (1999), conducted a study comparing the performance of homogeneously grouped, gifted students to heterogeneous ability groups that included gifted average and low performing learners. Both the groups experienced a comparable increase in achievement after working together, with gifted group performing only slightly higher.

Kosar (2003) investigated the effects of cooperative learning on the achievement of 7th class students in the subject of social studies. The sample comprised 40 students of 7th class equally placed in experimental group and control group on the basis of scores obtained in the Social Studies annual examination. In this experiment of two weeks, "cooperative learning resulted in higher achievement as compared to routine method of teaching social studies" (p. 81).

Parveen (2003) conducted an experimental study on the effects of cooperative learning on the achievement of 8th grade students in the subject of Social Studies. The study sample consisted of 35 students who were distributed among experimental group (N-18) and control group (N-17), matched on the basis of their annual examination social studies scores. After a treatment of fifteen days duration, on the basis of pretest and posttest scores, "cooperative learning was not found to be a better instructional strategy than routine method of instruction" (p. 105).

According to Siddiqui (2003), the available research on second language acquisition reveals that to develop and learn a language, the learners must interact in the language. Increasing the frequency and variety of the verbal interaction in which learners participate is an important goal of any instruction based on the principles of second language acquisition. The teacher-fronted approach often ends up preventing the students from having genuine interactions with the teacher and fellow students because the teacher initiates and controls the interaction. Collaborative learning encourages mutual interaction and, by increasing the number of opportunities available for verbal expression, provides opportunities for a wider range of communicative functions than those found in teacher fronted classrooms. Cooperative learning may have increased the understanding of the material in the students of even the large class.

Nowka and Louis, (1999), used a cooperative method and divided a large class of 70 students into groups of five and seven. They concluded that it helped students in understanding of the material. Minor questions were asked and answered in the group. Group discussion gave the students an opportunity to be part of discussion

According to Iqbal (2004), cooperative learning is more effective as a teaching-learning technique for mathematics as compared to traditional teaching method. The students in cooperative groups outscored the students working in traditional learning situation, but in cooperative groups they have no obvious supremacy over the students taught by traditional method in retaining the learnt

mathematical material. The low achievers in cooperative groups have significant superiority over high achiever (p.75).

Jennifer Crocker has carried out major research on the topic of contingencies of self-worth. She says that her research “explores what it is that people believe they need to be or do to have value and worth as a person, and the consequences of those beliefs”. She claims that people pursue self-esteem by trying to prove that they have much worth and value, and this pursuit affects “the satisfaction of the fundamental human needs for learning, relationships, autonomy, self-regulation, and mental and physical health” (Crocker, 2007).

Similarly, Crocker et al. define successful self regulation as “the willingness to exert effort toward one’s most important goals, while taking setbacks and failures as opportunities to learn, identify weaknesses and address them, and develop new strategies toward achieving those goals” (Crocker, Brook, and Niiya, 2006).

Researchers, such as Crocker, believe that people confuse the boosts to self-esteem resulting from successes with true human needs, such as learning, mutually supportive relationships, autonomy, and safety (Crocker and Nuer, 2004).

Gaith (2003) reported that learning together model yielded higher overall achievements as well as enhanced learners’ academic self-esteem more than regular whole-class instruction of English reading significant superiority over high achievers (p. 75).

In the light of above-mentioned studies, it was concluded that cooperative learning is more effective as a teaching – learning technique. The present study aimed at evaluating the effectiveness of cooperative learning method in the subject of English in over-crowded class.

Elements of Cooperative Learning

Johnson and Johnson (1995, pp. 81-82) described six elements of cooperative learning. The first element is Positive Interdependence. Positive independence means that a gain for one student is associated with gains for the other students. The discipline of using cooperative groups begins with structuring positive independence. It is positive independence that requires group members to work together to accomplish something beyond individual success. The second element is equal participation. Equal participation refers to the fact that no student

should be allowed to dominate a group either socially or academically. The third element is Individual Accountability. Individual accountability exists when the performance of each individual member is assessed, the results are given back to the individual and the group to compare against a standard of performance, and the member is held responsible by group – mates for contributing his or her fair share to the group's success. The fourth element is Simultaneous Interaction. In cooperative group, group members meet face to face to work together to complete assignments and promote each other's success. Group members need to do real work together. The fifth element is interpersonal and Small Group Skills. Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage in task work and teamwork simultaneously. To coordinate efforts that will achieve mutual goals. The final phase of using cooperative groups is structuring group processing. Group processing may be defined as reflecting on a group session to (a) describe what member actions were helpful and unhelpful and (b) make decisions about what actions to continue or change.

Research Methodology

The purpose of this study was to evaluate the influence of cooperative learning on the self-esteem of the students. For this purpose various procedures were adopted.

Design of the Study

In this study pre-test post-test equivalent group design was used (adopted from Watenable, Hare and Lomax, 1984). In this design, pre-test was administered before the application of the experimental and control treatments and post-test at the end of the treatment period. A technique of cooperative learning (STAD) (adopted from Slavin, 1995, P. 131) was selected as the form of intervention in this study. After the experiment a questionnaire comprised 16 items (adopted Johnson and Johnson, 1996) was selected to know the self-esteem of the students.

Sample

Sample of the study consisted of 128 students of 8th classes of Government Comprehensive High School, Rawalpindi. Their ages ranged from 13 to 14 years. The participants were selected from that school which represents population of typical government schools in Pakistan i.e. large classes and students of different socio-economic status. The experimental group included 64 participants who

studied together in sixteen teams of four members each according to the dynamics of cooperative learning. Meanwhile, 64 participants in the control group studied the same material with traditional learning method. All students were randomly selected from all three sections of 8th lass of the school. These students were separated into two groups of experimental and control group on the basis of result of the test score. The score of the test was used to equate the groups i.e. each student of experimental group was equated with the corresponding student in the control group dents were allotted randomly to control and experimental group. In this group of 64 students, sixteen were high achievers sixteen were low achievers, and thirty-two students were average. Same criteria of selection of students were adopted to form control group. Thus, two equivalent groups were formed in such a way that average score and average age of the students of two groups were almost equal. Immediately after the treatment was over; teacher made posttest was administered to both the experimental and control groups.

Teaching Conditions

Equal conditions for both the groups were established. All factors of the time of day and treatment length in time were equated. The same teacher taught students of both groups. Both groups were taught the same material. The study tested for fifty six days with daily period of 40 minutes. Experimental group was taught by using cooperative learning and control group was taught by using traditional learning. Training was provided to one teacher who was selected from Government Comprehensive High School, Rawalpindi. He was elementary school teacher and was provided 10days training in cooperative learning i.e. five days for theory and five days for practical teaching. Researcher in three areas of class preparation, presentation, group formation and quiz gave detail instructions.

Data Collection

During the experiment, two different treatment pattern were applied lesson plans of both the groups addressed the same instructional objectives based on the same reading passages and exercises. The methods of data collection for this study were teacher made test and questionnaire.

Research Instruments

In order to equate the control and experimental groups, a teacher made pre-test was administered before the allocation of students to experimental and control groups. Immediately after the treatment was over, a teacher-made posttest was administered to subjects of both the experimental and the control groups.

The purpose of this test was to measure the achievements of the students constituting the sample. The researcher constructed pretest and posttest after a thorough review of the techniques of test construction. To make reading comprehension test, researcher followed the work of author Farr (1972, pp. 4-9) and to evaluate the writing ability followed the work of author Haq (1983, pp. 47-118).

The numbers of items included in each test were double the number to be included in the final form of tests. These tests were first judged by experts of Faculty of Social Sciences, Education Department, International Islamic University, Islamabad and Department of English, AIOU, Islamabad. About 23% items were dropped as a result of judgmental validity of experts. Then each test was administered to ten students of same level for which it was going to be used. At this stage 27% items were rejected. Thus the final form of the test was prepared.

Class teachers and experts were involved in the construction of tests. Both the pretest and posttest were same but their arrangements of items were changed in posttest. Each test had two parts, was composed of 100 multiple-choice test items, 50 items of reading comprehension and 50 items of writing ability. Reading comprehension test (Part I) had the following items.

Reading comprehension consisted of 50 items i.e:

- a) 20 items for literal comprehension of ideas directly stated in the passage.
- b) 30 items for evaluative comprehension that required inference, competencies of context clues and skimming and scanning.

These 50 items were developed from five lessons of the textbook for class VIII. Out of these five lessons, three lessons (lesson No. 14, 17, 18) had been taken from the content studied by the students in the classroom whereas; two lessons (i.e. lesson No. 19, 21) had been selected from the content not studied by the students in the classroom.

Writing ability test (Part II) had the following items i.e. writing ability test also consisted of 50 items:

- a) 25 items for usage of five parts of speech, i.e. Pronoun, Adverb, Adjective, Proposition, Conjunction.
- b) 25 items for tenses i.e. Present Indefinite, Present Continuous, Present Perfect, Present Perfect Continuous, Past Indefinite, Past Continuous, Past Perfect, and Past Perfect Continuous.

The split half method (odd-even) was used to test the reliability of posttest scores obtained by 30 students who did not form the sample of the study. Spearman – Brown prophecy formula was used to estimate the reliability for the whole test from the obtained correlation between the two half tests.

In order to know the self-esteem of the students of control and experimental group, a questionnaire was administered after experiment. Academic self-esteem was defined in the context of the present study as the self perception of one as being a capable, competent, and successful student (Johnson and Johnson, 1996, P.67) and measured by a five – item Likert subscale adopted from Johnson and Johnson (1996). The internal consistencies of this subscale was $\alpha = .76$ based on data from the present study- T-test was used to compare impact of two methods on the self-esteem of the students.

Implementation of Cooperative Learning (Student Team Achievement Division) in Experimental Group

Student Team Achievement Division (STAD) consists of six major components – preparation, presentation and practice in teams, quizzes, individual improvement scores, and team recognition.

- **Preparation**

Groups are very essential for cooperative learning. Teacher found heavy desks in classroom. He did allow students No. 1 and No. 2 to turn around and to work with students' No. 5 and No. 6. In this way the whole class was divided into groups of four in practice session.

On the basis of results of pretest, students were ranked on a sheet of paper in experimental group from highest to lowest in performance on pretest. It was decided to make a team of four members. The students were sixty-four. Hence they were divided into sixteen teams. To balance the teams, each team was composed of students whose performance levels ranged from low to average to high. So the average performance level of all the teams in the class was almost equal. A list of students in which 64 students were ranked by performance on pretest was used. In sixteen – teams' class, teacher used the letters A through P. He started at the top of list with the letter A. he continued lettering towards the middle. When he got to the last team letter he continued lettering in the opposite order. Teacher was using the letters A – P, the sixteenth and seventeenth students were assigned to team P, eighteenth to team O, the next to team N, and so on. When teacher got back to letter A, he stopped and repeated the process from the bottom up, again started and ended with the letter A. Every team was given a name. The teacher used students' results of pre-test test scores as base scores.

- **Presentation**

Material was initially introduced in a class presentation. This was direct instruction or a lecture – discussion conducted by the teacher. He also used A. V. aids, charts, models in his presentation.

- **Practice in Teams**

Teams were composed of four students who represented a cross-section of the class in teams of academic performance. The major function of the team was to make sure that all team members were learning. After the teacher had presented the material, the team met to study worksheets or other material. Students discussed problems together in teams. They helped each other, compared answers and corrected misconceptions if teammates made mistakes. The team provided the peer support for academic performance.

- **Quizzes**

After one period of teacher presentation and one period of team practice, the students took individual quizzes. The students were not permitted to help one another during the quizzes. Thus, every student was individually responsible for knowing the material. Any student could contribute maximum points to his team in this scoring system. Each student was given a “Base” score, derived from the student’s performance on pre-test. Students then earned points for their teams based on the degree to which their quiz scores exceeded their base scores.

- **Team Recognition**

Teacher figured individual improvement scores and team scores and announced the excellent, good teams and awarded signs. The team scores were announced in the first period after the quiz. Students earned points for their teams based on the degree to which their quiz scores exceed their base score. To figure a teams score, improvement points for each team were recorded on the team summary sheet and divided team members total improvement points by the number of team members who were present.

- **Recognizing team accomplishment**

Quiz Score	Improvement Points
More than 10 points below base score:	5
10 points below 1 point below base score:	10
Base score 10 points above base score:	20
More than 10 points above base score:	30
Perfect paper (regardless of base score):	30

Three levels of awards are given. These are based on average team scores, as follows:

Criterion (Team Average)	Award
15	Good Team
20	Great Team
25	Super Team

Implementation of Traditional Learning in Control Group

Traditional learning focused on the same lessons and material according to the instructional procedures (activities) suggested on the textbook. These procedures were organized into three stages: opening instruction, participation, and closure. These stages provided opportunities for working on various objectives in reading writing skills, using a wide variety of instructional techniques such as whole class, discussion, lecture, question and answer, traditional groups.

Result

The hypotheses underlying the present study were that C.L method would yield reading achievement as well as enhance learners' academic self-esteem more than traditional (whole class) learning method. Table 1 presents the results of the test and Table 2 showed the result of the questionnaire. The treatment conditions (experimental versus control) were used as the independent variable, while reading achievement and academic self-esteem were used as dependent variables. The pretest scores of participants were used in order to control for any potential preexisting differences in the performance of the control and experimental groups.

Table - 1
Significance of difference between mean scores of experimental group and control group on posttest

Group	N	M	SD	t-value	
				Calculated value	Table value at .05
Experimental	63	73.08	9.48	5.53	1.96
Control	61	62.90	10.90		

Table1 indicates that the means score of experimental group was 73.08 and that of the control group was 62.90 on posttest. The difference between the two means was significant at 0.05 levels in favour of experimental group. The

significance value indicates that the experimental group showed better performance on posttest than that of control group.

This result of the study is supported by the findings of the studies reported by Johnson and Johnson (1995), Whicker *et al.*, (1997), Oickle (1980) and Calderon *et al.*, (1998)

Table – 2
significant difference between mean scores experimental and control group on self-esteem

Group	N	M	SD	t- Value	
				Calculated Value	Table Value at 0.5 level
Experimental group	63	66.83	2.97	7.39	1.96
Control group	61	62.10	4.73		

The data in table 2 indicates that mean score of experimental group on academic self esteem was 66.83 and that of the control group was 62.10 the difference between the two means was significant at 0.05 levels in favour of experiment group. The significant level indicates that the experimental group shows more impact on academics self-esteem than control group. This result of the study supported by the findings of the studies reported by (Norem-Hebeisenand, Johnson, 1981).

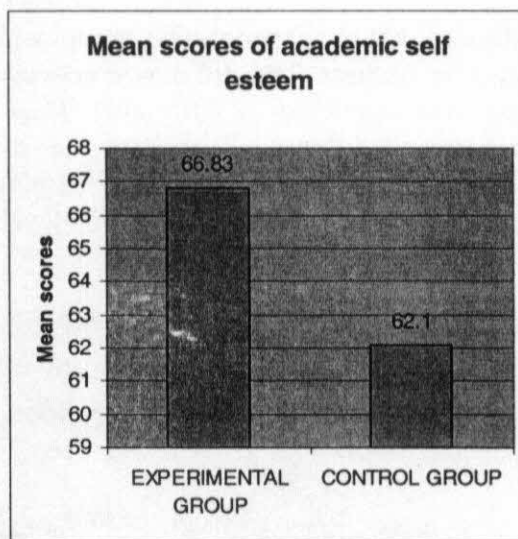
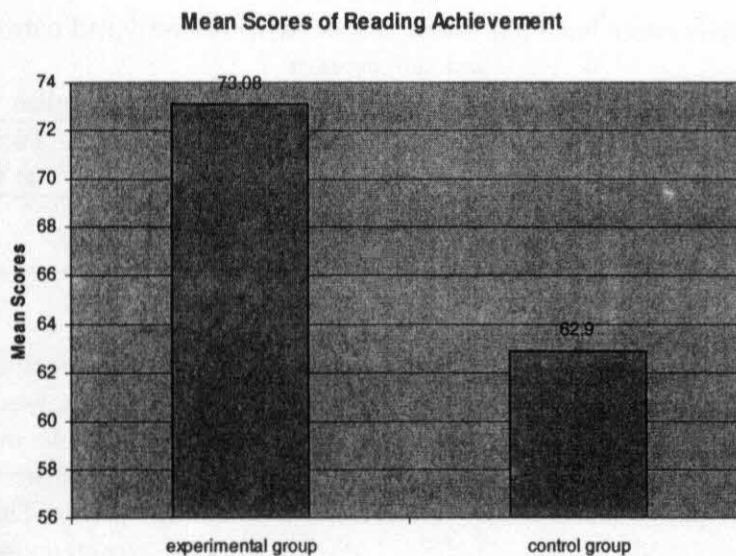
H₀: 1 Table 1 showed that the experimental group performed significantly better than control group on posttest. The difference between the posttest mean scores of the two groups was significant at 0.05 level. Thus the null hypothesis that, “there is no significant difference between the reading and writing achievement of the students taught by cooperative learning and the students taught by traditional method”, was rejected at 0.05 level in favour of the experimental group.

H₀: 2 Table 2 showed that the difference of means was significant at 0.05 level. Thus the null hypothesis, “there is no significant effect of cooperative learning on self esteem of the sample students” was rejected.

Discussion

The present study sought to investigate the effects of cooperative learning in promoting learners reading-writing achievement and enhancing

academic self-esteem of sample students. It did indicate that cooperative learning is more effective than comparable traditional (whole class) method in improving the reading-writing achievement of students of elementary classes. The theoretical relevance of cooperative learning in enhancing self-esteem is based on the assumption that students in cooperative learning may feel important because they perform roles that are essential to the completion of group task. The effect of cooperative learning can also be seen from the histogram shown below:



Conclusion

In the light of statistical analysis and the findings of the study, the following conclusions were drawn:

- i. On the whole, cooperative learning is more effective as a teaching learning technique for overcrowded class of English at elementary level.
- ii. Students in cooperative groups have significant superiority in learning reading comprehension over students learning reading comprehension and writing ability by traditional method.
- iii. The finding calls for using the dynamics of C.L in the classroom because it engages learners in meaningful interactions in a supportive classroom environment that is conducive to enhance self-esteem.

Recommendations

In the light of the findings and conclusion of the study, following recommendations were made:

- Flexible or moveable chairs should be provided in the classroom.
- Teachers, planners, curriculum developers should be provided training in cooperative learning.
- Cooperative learning has some pitfalls. The teacher has to control these pitfalls to make teaching learning process effective.

There is also a need for further research that examine the relative efficiency of the various Cooperative learning models in achieving the cognitive as well as affective outcomes of English subject across different cultures.

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The first part of the report deals with the general situation of the country and the progress of the war. It is a very interesting and comprehensive survey of the state of affairs in the world at this time.

The second part of the report deals with the military operations of the war. It is a very detailed and accurate account of the progress of the war on the various fronts.

The third part of the report deals with the political and economic situation of the world. It is a very thorough and up-to-date analysis of the various political and economic problems of the world.

The fourth part of the report deals with the social and cultural situation of the world. It is a very interesting and comprehensive survey of the various social and cultural problems of the world.

The fifth part of the report deals with the future of the world. It is a very thoughtful and far-sighted analysis of the various problems that will face the world in the future.

The sixth part of the report deals with the conclusion of the war. It is a very thoughtful and far-sighted analysis of the various problems that will face the world in the future.

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THE RELATIONSHIP BETWEEN ADOLESCENTS' SELF-CONCEPT WITH THEIR ATTITUDES TOWARDS TEACHERS

By
Dr. Tanzila Nabeel*
Huma Zafar**

Abstract

In order to find out the relationship between adolescents' self-concept and their attitude towards teacher, a research study was conducted. The study was delimited to 200 male sample of adolescents between the ages of 13 to 19 years. It was hypothesized that adolescents had high self-concept, and this very concept had positive relationship with their attitudes towards the teachers. Hence, in order to measure the self-concept of adolescent and their attitudes towards teachers, five attitudinal scales were devised. Urdu adjective list (UACL) was used as a measure of adolescents' self concept which was a five-point adjective checklist in Urdu language, consisting of 150 negative and positive adjectives. The scoring was done from 1 to 5. It was reversed for negative items. The negative scoring started from 5 to 1. All the scores were summed up to find out the total score on the scale.

"Attitude towards teacher authority" was a five point scale in English language consisting of 88 positive and negative statements. The scoring for positive items started from 1 to 5, and for the negative items it was reversed. It started from 5 to 1. All the scores were summed up to find out the total score on the scale.

Cluster sampling technique was employed in selecting the sample. The data was collected from different colleges of Rawalpindi and Islamabad selected.

After administering five scales to a sample of 200 male adolescents between the ages of 13-19 years, the scores were analyzed on SPSS to find out the results. The results appear to be a clear indication that male adolescents between the ages of 13-19 years had positive self-concept and showed negative attitude towards teacher.

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Introduction

Adolescence is a time of change, exploration, exuberance and youthful searching. It might even be fair to describe adolescence as "the best of times, the worst of times". It is frequently portrayed as a time of storm and stress, but just as frequently portrayed as the happy days of carefree youth (Lahey, 2001, p.343). Adolescence is ushered in by the monumental physical changes of puberty through which the person who was a child only yesterday becomes sexually capable of being the parent of a child. The adolescent period is marked by rapid growth and change and by a heightening of sexual and romantic interest in others. And it is a time in which peers are often more important than parents in terms of attachment and influence. (Lahey, 2001, p.343).

Self-descriptions change considerably during adolescence. Children's self description emphasize concrete physical characteristics and common activities and capabilities; whereas adolescents give relatively greater attention to social and personal characteristics and eventually belief systems, values and thought processes. The differences come about partly because cognitive changes such as the shift to more abstract concepts that permits adolescents to infer traits that cannot easily be observed. Self-concept fluctuates to some degree to everyone; and some young people, are more likely to experience up and down feelings about themselves. The storm and stress perspective implies that perceived physical appearance is an especially strong determinant of global self-esteem (Harter, 1990).

Young teenagers, as part of their search for identity, tend to experience a degree of tension between their attempts to become independent from their parents and their actual dependence on them. They may experiment with a range of behaviors, flirting with a variety of activities that their parents and even society as a whole, find objectionable. Happily, though, for the majority of families such tensions tend to stabilize during middle adolescence around age 15 or 16 and eventually decline around age 18 (Montemayor, 1983; Galambos, 1992).

Self-concepts change in structure as well as in content during the transition from childhood into and through adolescence. Structurally, self-concepts become more differentiated and better organized (Byrne and Shavelson, 1996). Teenagers differ between their own opinions and the views of others.

It is important to keep in mind that adolescence is a period of change and reorganization in family relationships and daily interactions, with adolescents spending increasingly less time in family activities, especially in activities with the family as a group (Larson *et al.*, 1996).

The teachers have prominent influence on the students during school and college years. The teacher symbolizes authority which establishes the climate of the classroom conditions of social interaction and the nature of group functioning. The social field is the school as a whole rather than the classroom where the students are exposed to a greater mix of male and female teachers. The students in schools and colleges are usually aware of the institution as a social system and may be motivated to conform and adapt to the system or challenge it. Adolescents' school life also involves thousands of hours of interaction with teachers. The effectiveness of interaction with teachers and the effectiveness of classroom climate is often linked to teachers' belief and practices. Teacher-Student relationships in secondary school are less positive than in elementary school. This relationship begins to deteriorate after the transition to high school (Eccles et al., 1993). However, some researchers suggest that transition from high school to college can have positive aspects. Students are more likely to feel grownup, have more subjects to select, have more time to spend with their peers, have more opportunities to explore different lifestyles and values, enjoy greater independence from parental monitoring, and may be more challenged intellectually by academic work.

Methodology

Two hundred male adolescents between the ages of 13 to 19 years were included in the study. The data was collected from different schools/colleges of Rawalpindi and Islamabad, which were randomly selected by the cluster sampling technique. The permission for data collection was granted by the principals of each selected institution. After taking the consent of the participants, they were given the scales for five consecutive days. All the respondents were briefed, no time pressure was given to them. They were ensured that all the information provided by them will remain confidential and would be used only for the research purpose.

For the present study to find out the relationship of adolescents' self concept with their attitude towards authority teachers, Urdu Adjective Checklist (UACL) was adopted to assess the self concept of adolescents and another scale was used to measure their attitudes towards teachers.

Urdu Adjective Checklist (UACL)

It was employed to measure the self-concept of adolescents. Popularity of Adjective Checklist is a method of studying personality. Although initially developed in 1930's and used and refined by Harthorne, Allport and Cattell, its

use was not very widespread till sixties. However, in some ways an Adjective Checklist is very similar to a personality questionnaire. Many items of personality questionnaires are only elaborations of what can be expressed in a word; conversely adjectives are at times condensation of possible sentences.

UACL was developed by (Ansari, Farooqi, Khan and Naheed; 1982). The checklist was prepared in Urdu language since it had to be used in Pakistan. In this development, adjectives given in the interpretive manual of 16F (Cattell) were translated in Urdu, Adjectives used for describing people in the field reports of NIP researchers, were collected. Research scholars of NIP were asked to give adjectives describing good, bad and ordinary men and women. People were interviewed about good and bad qualities of men and women and the adjectives given by them were included. The list of adjectives underwent intense analytic work in order to refine the list and make it more comprehensive and relevant. The main purpose of the analysis was to find out the difficulty level of the words used. A thorough revision was undertaken. Some of the words were either eliminated or modified. The new form now contained 150 adjectives in two forms, one for men and the other for women. The list is essentially meant for age group 12-13 and above. The educational requirement would be equal to or more than class weight, although it can be used for the students of class 7. This instrument can be administered to non-literates orally if they can understand Urdu. The total time of administration can vary ten minutes to an hour depending upon the respondent.

Hence, UACL comprises of 150 popular adjectives in Urdu language. Both negative and positive adjectives are arranged on factorially derived 7 subscales of intelligence. UACL is a five-point scale. The scoring was reversed for negative items. The reverse scoring started from 5 to 1. All the scores were summed up to find out the total score on each scale. The scores for negative items were reversed, like for 1 score, the score was reversed to 5, for 2 it was reversed to 4 for 3 it remained 3, for 4 to was 2, and for 5 it was scored as 1.

For the purpose to find out adolescents' attitude towards teacher authority, a scale had to be developed. However, inspirations came from the research work done by (Jersild, 1963; Ray, and Jones, J.M 1983). These studies basically highlights various characteristics of the teachers whom the adolescents liked best and liked least or disliked most. Ray and Jones, (1983) developed scales to measure authority. This scale consisted of two sub-scales concerning teacher and parents. These scales were devised to measure not only attitude towards authority, but also rebellious or submissive behavior tendency among school children in grade 7 to 11.

There seemed, therefore, a need for new scales which would be useable with the sample of our study (i.e.; male adolescents with 13-19 years age). The first step in developing an instrument for measuring attitude of adolescents to teachers authority was the generation of items. In order to collect the responses before developing the scale, 50 male adolescents fulfilling the criteria of our study, were asked to give their comments, views and opinions regarding positive, negative and ideal attributes of their teachers. They were assured that all their views will be kept confidential. They were further asked to formulate certain statements about their teachers in behavioral terms, which later changed into attitudinal attributes. Hence, items were compiled for the scale by seeking free responses from adolescents regarding their attitudes and behavior towards the teachers. The committee approach was conducted to see the face validity of the scales. The scale is in English with 102 numbers of items including negative and positive statements. The attitude towards teacher authority scale is also a five point scale. Scoring started from 1 to 5 for positive items. However, it was reversed for negative items. The reverse scoring started from 5 to 1.

Pilot study was conducted and data was deliberately gathered from 30 male adolescents in order to ensure the validity of the instrument. Keeping in view the topic of the current research study i.e; "the relationship between adolescents' self-concept with their attitude towards teachers", and the sample size i.e. N=200 male adolescents between the ages of 13 to 19 years, the scales was administered. Convenient sampling technique was employed in selecting the sample.

The male respondents were approached in groups, 50 from each institution. They were briefed about the nature of the research being carried out and they were assured that all the information gathered from them will remain confidential and would only be used for the research purpose. Once the respondents were comfortable with the researchers and some rapport had been established, the UACL was given to them. First of all, complete instructions were given to the respondents about UACL. They were requested to give their responses as honestly and as accurately as they could and not to leave any question unanswered. The respondents had to respond on one of the five categories that they considered most appropriate for themselves for 150 adjectives. The UACL was administered in one session, which lasted for about twenty to thirty minutes. No time pressure was given to them. In the same manner, the other scale "Attitude towards teacher authority scale" was administered to 200 male respondents, 50 from each institution mentioned for four consecutive days with no time pressure. At the end, the respondents were thanked for their co-operation.

The data collected by the 200 male respondents on all the scales were organized, tabulated and analyzed using SPSS. Mean scores and SD of adolescents on UACL and authority scale were obtained and correlation analyses were done to find out the relationship of adolescents' self-concept with each of the authority scales.

Result

Table 1
Presents the Alpha coefficient of scales

N = No. of respondents

r = Reliability

S. No.	Scale	N	No of Items	r
1.	Self-concept (UACL)	200	150	.92
2.	Attitude towards teacher authority scale	200	88	.51

Table 2
Shows the x scores and scores of adolescents on self-concept scale (UACL) and teacher's authority scales.

S. No.	Scale	N	No of Items	x scores	
1.	Self-Concept UACL)	200	150	475.46	59.66
2.	Attitude towards teacher authority scale	200	88	246.35	20.74

Table 3
Correlation of self-concept and authority scale

S. No.	Scale	N	Pearson r	Significance values two tailed test
1.	Attitude towards teacher authority scale	200	-.236	.41

* $p < .05$

Discussion

The present study indicates that high self-concept is significantly related to the negative attitude of adolescents towards teacher. Some studies show that adolescents evaluations of themselves within the context of their relationship with their parents may be very different from the way they see themselves in the context of their relationships with teacher. (Harter, Water, and Whitesell, 1997).

In this context, adolescents often experience a more threatening environment, less positive and personal interactions with teachers as harsher and disciplinary. Researchers regard adolescence as an inevitably with teachers as harsher and disciplinary. Researchers regard adolescence as an inevitably difficult time for teenagers. They are inherently unruly, unreachable, or perplexing; their behavior may interfere with their work as educators (Midley Feldlaufer and Eccles, 1988). When teachers are surveyed about disciplinary problem in schools they list things like rape, robbery, and assault (Toch, 1993).

Many studies reflect adolescents' negative attitude towards the teachers and schools. The notion that many teenage students feel discouraged from school unchallenged and bored has been borne out in numerous researches on the contemporary American students (Steinberg 1996, pp.20, 249-272). It is in fact true that teachers play an important role in structuring the nature of adolescents in the society. Effective teachers closely monitor students on a regular basis, which allows them to detect problem behaviour before it gets out of hand. Keeping the flow of a lesson, moving smoothly, maintaining student interest and not giving the students opportunities to be easily distracted harness positive relations between the teacher and the taught.

Effective teachers engage the students in work, but not impossible classroom activities. Teachers can improve the likelihood that students will cooperate with them if they develop the positive relationship with students, get students to share and assume responsibility, and reward appropriate behavior. Students' satisfaction, personal growth and achievements are maximized only when teachers' warmth and support are accompanied by efficient organization, and emphasis on academics, and provision of goal-oriented activities. The young adolescents respond best to the teachers who exercise natural authority based on greater age, experience and wisdom rather than arbitrary authority or abdication of authority by being pals with the adolescents. It is commonly believed that parent involvement is important in child's schooling but that parents play a much smaller role in adolescents' schooling.

Increasingly though, researchers are finding that parents can be key factors in schooling at all grade level (Connors and Epstein, 1995, p.99). Parental involvement is minimal in elementary school, it is even less in secondary school (eccles et al., 1993). Parents as well as teachers have a basic obligation to provide for the safety and health of their adolescents. Many of them lack communication, feel hesitant and not knowledgeable about the normal age-appropriate changes that characterize adolescents. The number of students in each class of the schools and colleges is increasing every year. The gap between the teacher and the taught

is widening. Moreover, extraneous political interference has also added its bits to distract the adolescent student from their serious pursuits. Rival political groups of students clash within the campuses and are responsible for various acts of violence. They incite students to go on strikes, create disturbances, take out processions, rebel against lawful authority etc. Programmes are needed to facilitate more direct and personalized parent-teacher communication. "Middle School students can be helped to think about who they are hand who they want to be, to form identities as self-respecting, career-minded person." (Davis, 1993, 32). In this context, parents also need to receive better information about curricular choices. At a stage of development when students are emerging as reflective citizens, educators can help them to be consciously aware of constructive values, to think logically about consequences, to empathize with others, and to make personal commitments, to constructive values and behavior.

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IMPROVING COGNITIVE DEVELOPMENT IN THE LIFE SCIENCE THROUGH GAGNE'S EVENTS OF INSTRUCTION/EXTERNAL PROCESSES OF LEARNING

By

Sarfraz Ahmed*

Dr. Muhammad Tayyab Alam**

Abstract

The work being presented here is an endeavor to investigate the effectiveness of Gagne's events of instruction in the teaching-learning process. The prime objective of this study was to improve the conceptual ecology of students in the subject of biology at secondary level and to see whether the events of instruction could help to assimilate the stimulus material with the cognitive structure of the learners. It was critically noted that the events of instruction significantly reduced the learning time and the assimilation rate was also enhanced. It was also noted that the information bridging time was significantly reduced. The time taken by the students taught by Gagne's Events of Instruction was compared with the time taken by the students taught traditionally. The significant difference was observed in favour of the students taught by Gagne's Events of Instruction and the students taught by traditional instruction.

The study emphasizes that the events of instruction should be incorporated in the planning, designing and teaching phase of lesson plan. The events of instruction should be employed by the teachers while planning, designing and teaching. The teachers can get expertise and improve their teaching skills and make their classroom environment conducive to learning. So, the teaching-learning process can be made live, efficient and effective by the Gagne's Events of Instruction.

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Introduction

This study was conducted to investigate the effectiveness of Gagne's Events of Instruction to improve the students learning in the subject of biology. The main objective of this study was to activate and support the inner cognitive processes of learning so that the understanding and assimilation of the information presented may be easy and of permanent nature. The events of instruction are exclusively external to the learner, but are conclusively necessary for the neural activation and stimulation of the learning receptors. With the help of Gagne's Events of Instruction, we can enable the learners to improve their intellectual skills, cognitive strategies and their usage in a scientific and meaningful manner. Important and noteworthy aspects of these are that they can be applied to all types of learning outcomes. The order of the events is highly flexible and stretchy, and can be employed according to the age and cognitive level of the learner and in any area and discipline of knowledge. The effectiveness of external stimuli is directly proportional to the creation of neural impulses and their synopsis. The more effective stimulation, the more effective assimilation of knowledge presented in the form of stimuli in the cognitive structure of the learner. Significant reduction in the mastery of learning tasks was observed in favour of Gagnian group as compared to the traditional group. The paper intensifies that the events of instruction be employed at all level of instruction to aid and support the process of learning not only in life sciences but also in physical sciences.

Teaching and learning has always been questionable. The learning depends upon the cognitive structure of the learner and the mode of presentation of information or stimuli by the teacher to the learner. The teaching-learning process has been revolutionized by some educationists and psychologists, but the contemporary changes need to give due considerations to the bricks and mortar of the learning process. Teaching and learning is an organic process which progresses momentarily and involves a set of events and the learner. The set of events that act upon the learner and involve him in the learning process is called instruction. Gagne (1979) defined instruction as a set of events exclusively external the learner, which are designed to support an aid the internal processes of learning. Gagne is of the view that the content if organized and sequenced as visualized by cognitive theories of learning, makes the learning long lasting and meaningful as it is the effective bridging of cognitive structure of the learner and the information presented to the learner. The effective stimulation of receptors is helpful in the semantic encoding and learned capabilities. At school level, the events of instruction/external processes of instruction are more important because of the fact that we learn more by doing and by instruction.

Chiappetta (1989) visualizes demonstration as an important tool and a prerequisite for effective learning to get students attention and involvement. These provide an exciting environment to capture students, attention and ensure their involvement in the biology class. The demonstrations help biology teachers to guide and direct thinking by arranging external and internal processes of learning in a classroom and by using concrete materials and pertinent questions. Chiappetta further asserted that if demonstrations used as advance organizers, they provide hands on experiences to the learners and help in bridging new information to the cognitive structure of the learner. According to Chiappetta (1989) the demonstrations as an external processing strategy focuses students attention, motivates and creates interest in the lesson, depicts key concepts and principles and initiate inquiry and problem solving.

Chiappetta further stressed the effectiveness of the processes of learning, when used particularly enhance and improve the learning context of biology lesson. Science Curriculum Improvement Study (1974) as cited in Collette and Chiappetta (1989) proved its effectiveness and further argued that it left permanent effects in the instructional science by designing and planning material centered approach. The programme was designed for all levels to improve the learning process so that the students can acquire knowledge effectively and independently. Maximum opportunities are provided to the students for their interaction with their environment. He further acknowledged the implications of Science Curriculum Improvement Study and admitted that the programme was environment oriented in which the elementary classrooms were transformed in to a laboratory. The children learn by doing. All the objectives are achieved under the guidance of the teacher. The children were free to learn, invent and construct their own knowledge by making interaction with environment. The practical activities help the students to modify and upgrade their conceptual framework cognition. The lessons are relevant to the scientific concepts. The children manipulate freely but under the guidance of the teacher. The teacher introduces scientific concepts relevant to their observation. These termed as invention lessons. The inventions lessons are followed by other hands-on /minds-on activities and experiences and further exemplify the concepts. These are termed as discovery lessons. Now the learner is expected to recognize that the learned concept has applications other than the previous ones.

Chiappetta (1989) thinks that group learning and cooperative learning as an important strategy for the enrichment of learning environment and learner involvement in the learning process. The grouping has a significant role in the stimulating student inquiry in science classroom and changing the role of the teacher form knowledge dispenser to a manager of pedo-centered or student directed learning.

According to Curzon (2004) the major function of teacher is to bring together the components of a learning system-students, teacher-environment and instructional materials in order to achieve the desired objective the immediate teaching environment that acts as a subsystem affects the overall instructional process. According to Gagne, the cumulative behavior that is apparent comprises of (i) conditions of learning (ii) events or processes of learning (iii) types of outcomes or capabilities displayed after learning. Gagne divides conditions of learning in to internal and external conditions under internal conditions, he includes "internal states or prior learning and processes" while under external conditions, he includes a variety of factors such as stimulation by others to recall rehearsal techniques, transfer and motivation. Gagne's five categories of learning have been briefly explained by Zaman (1996), these are:

1. Verbal information: This category includes learning and retention of facts, rules, laws, principles and generalizations.
2. Motor skills: This category includes muscular performance. Motor skills are related with the physical expertise such as writing, skating, riding and driving a car etc.
3. Intellectual skills: These capabilities are intellectual in nature and are used for the performance of task and involve discrimination concepts used in the learning of academic material.
4. Cognitive strategies: These include intellectual skills and are directed towards the self-management of learning and thinking.
5. Attitudes: The tendency to make choices and the above learning outcomes or learned capabilities are separate and independent entities and need identify the appropriate internal and external conditions of learning for each kind of learning outcome.

Each learning outcome needs specific sequence of learning events external to the learner that will ensure the learning of specific capability.

Gagne (1979) proposed the following sequence of instructional events.

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating the recall of prerequisite learning
4. Presenting the stimulus material
5. Providing learning guidance
6. Eliciting the performance
7. Providing feedback about the performance
8. Assessing the performance
9. Enhancing the retention and transfer

The study explored the effectiveness of events of instruction on the students learning in the subject of biology at secondary level. The sequence of the above mentioned external processes is not rigid but can be varied according to the learning situation and characteristics of the learner. All the events are the basic components of an instructional system and can be divided in to two groups' i-e A-first five represent communication behaviors and occur before acquisition of information. B-last four occur after acquisition of information and are evaluative in nature.

Hypothesis Ho1

There is no significant difference between the mean scores of Gagnian and non-Gagnian (Traditional Group) on pretest.

Hypothesis Ho2

There is no significant difference between the mean scores of Gagnian and non-Gagnian (Traditional Group) on posttest.

Methodology

The study was designed to look in to the effectiveness of Gagne's events of instruction in the academic achievement of students in the subject of biology at secondary level. To examine the effectiveness of an independent variable the pertinent and appropriate design selected was "pretest-posttest equivalent group design".

Population for the study

The population of the study comprised of all 9th grade male science students in F.G. Boys Model Schools of urban areas of Islamabad.

Sample for the study

Two sections A and B of 9th class of federal government boys model school F-8/3 Islamabad were taken as sample of the study The entire sample consisted of 56 students. The randomly selected students were assigned as Gagnian and non-gagnian (traditional group). Each group consisted of 28 students. The demographic features of the participants were

Gender	Instruction Type (Gagnian)	Instruction Type (Traditional)
Male	28	28
Age level	Age level	

Data Collection Tools

The data was collected by using the above-mentioned devices such as pretest and the posttest. Both the groups were equated with the help of pretest scores. The pretest was administered on the outset of the treatment to find the entry behavior of the students. The treatment continued for 12 weeks (the entire first term 2007/2008 school year). At the termination of the first term the posttest parallel to the pretest was organized to check the gains of the participants.

Sequencing the Learning Material

Curzon (2004) says, "sequencing is the process of arranging the order of events of instruction according to some defined pattern or principle".

The resulting sequences should be students-centered and promote effective learning. The learning material is highly individualized and intends to cater the individual differences to the optimum level. The events of instruction are learner oriented and fulfil the needs of the learners. This mode of sequencing the learning material makes the learner self learner. The events of instruction have the following major objectives:

- (1) creation of awareness about the objective
- (2) presentation of the content/task
- (3) provision of learning guidance i-e how to learn actively and effectively or meaningfully
- (4) adequate and prompt feedback mechanism/interspersed feedback
- (5) Innovative techniques to draw out performance/intermittent and sporadic evaluation.

The events of instruction are entirely extraneous to the learner and maximally achieve above stated objectives and are student-centered in nature and make the material self-contained. The object of self-contained ness and self-pacing was achieved by employing the Gagne's events of instruction. The importance of sequencing for learning has been emphasized by Gagne (1979) and Ausubel (1960) who not only thinks but believes that the stability of learner's cognitive structures and long term retention is influenced directly by the sequences in which learning occurs. So it can be said that sequencing is an important factor which makes the learning meaningful and help to bring about a change in the target behavior of the learner.

The learning material was prepared by employing Gagne's events of instruction. The content was selected from the 9th grade Biology Text Book. The instrument was prepared and tried out in a limited scale for validation only. The teacher made pretest and posttest was used for comparison purpose instead of standardized test. The validity was found by the pilot testing and opinion of the subject matter experts. The reliability was found by the spearman's Brown prophecy formula that was found to be .75. The items having low reliability were revised.

Lesson Sequencing by Employing Gage's Events of Instruction as an Instructional Strategy

In this study the lesson/content sequencing was made by employing Gagne's events/external processes as an instructional strategy to make the instructional context appealing to the learners for the mastery of their environment. The events and their order as described by Gagne (1979) are cited as under:

- 1) Gaining attention
- 2) Informing the learner of the objective
- 3) Stimulating recall of prerequisite learning's
- 4) Presenting the stimulus material
- 5) Providing "learning guidance"
- 6) Eliciting the performance
- 7) Providing feedback about performance correctness
- 8) Assessing performance
- 9) Enhancing retention and transfer

Gagne (1979) viewed these events quite flexible and can be used according to the learner needs and for the mastery of varied tasks. In this study the organization of the content revolved around the above mentioned events and was used as an instructional strategy for the improvement of the cognitive development of the learners.

Ho1: There is no significant difference between the mean scores of students taught by Gagne's events of instruction and traditional instruction on pretest.

Two Sample T-Test and Confidence Intervals

Two sample T for Gagnian group vs Non-gagnian group

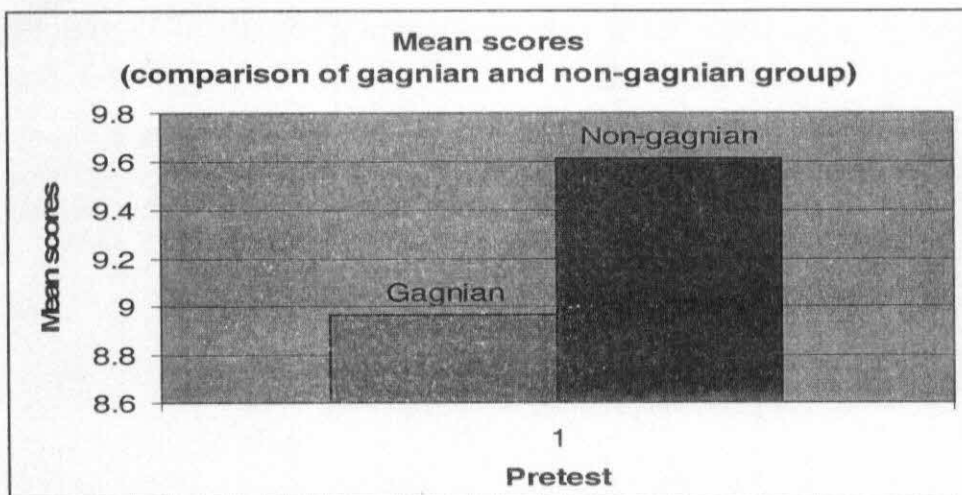
	N	Mean	St. Deviation	SE Mean
Gagnian	28	8.96	3.17	0.60
Non-Gagnian	28	9.61	2.90	0.55

95% CI for mu Gagnian - mu Non-Gagnian: (-2.27, 0.98)

T-Test mu Gagnian = mu Non-Gagnian (vs not =): T= -0.79 P=0.43 DF= 53

Conclusion

As our calculated value of t ($t=-0.79$) is less than the tabulated value of t ($t=2.009$ at 5% level of significance), Hence, the null hypothesis, "There is no significant difference between the mean scores of students taught by Gagne's events of instruction and traditional instruction on pretest" was accepted and both the groups could be treated as equal .



Ho2: There is no significant difference between the mean scores of students taught by Gagne's events of instruction and traditional instruction on posttest.

Two Sample T-Test and Confidence Interval

Two sample T for Gagnian group vs Non-gagnian group

	N	Mean	St. Deviation	SE Mean
Gagnian	28	20.32	5.40	1.0
Non-Gagnian	28	16.96	4.01	0.76

95% CI for μ Gagnian - μ Non-gagnian: (0.8, 5.91)

T-Test μ Gagnian= μ Non-gagnian (vs not =): T= 2.64 P=0.011 DF= 49

Conclusion

As our calculated value of t ($t=2.64$) is greater than the tabulated value of t ($t=2.009$ at 5% level of significance), Hence, the null hypothesis, "There is no significant difference between the mean scores of students taught by Gagne's events of instruction and traditional instruction on posttest" was rejected.

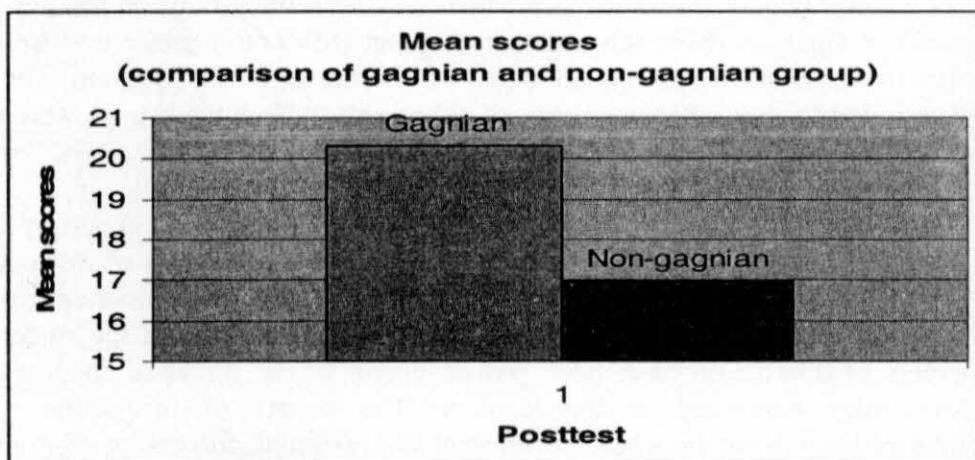


Table 1

	Gagnian group	Non-gagnian group	t-Test at 5% level of significance
	Mean	Mean	
Pretest	8.96	9.607	$t_{cal} = -.79$ $t_{tab} = 2.009$ $df = 53$
Posttest	20.32	16.96	$t_{cal} = 2.64$ $t_{tab} = 2.009$ $df = 49$

Results and Discussions

The improvement in the cognitive structure of the students by employing Gagne's events of instruction was analyzed on the basis of student's gains in the pretests and the posttest.

To find the significant difference between the two mean scores (pretest and posttest) t-test was used. A significant difference was found in the favor of Gagnian group (The posttest results).

The table 1 shows the performance of both the groups on the pretest. The mean of Gagnian ($M=8.96$) and non-Gagnian ($M=9.607$) group was found non-significant. Both the groups are equal on the outset of the program. The pretest data failed to show the superiority of either group. Both the groups were equated by means of pretest mean scores.

The table 1 also shows the achievement of the students taught by Gagne's events of instruction. It means the input in the form of events of instruction has made a difference. The events of instruction have played an important role in the improvement of conceptual ecology and cognitive structure of the students. The events of instruction have been proved useful in the semantic encoding of the knowledge presented to the learners. The events of instruction work as intermediary agent between the internal and external processing of knowledge. These also help to maintain a symbiotic relationship between the internal and external processing of knowledge.

The histogram prepared from the table 2 clearly shows that the gains of the students taught by employing Gagne's events of instruction ($M=20.32$) was better and significant than the students taught by traditional instruction or without Gagne's events of instruction ($M=16.46$). The data strongly supported the practicability and effectiveness of Gagne's events of instruction in the improvement of learning in biology. So it has been experimentally endorsed that the Gagne's events of instruction greatly helped to improve the learning and understanding of concepts in life sciences such as biology.

Conclusion

The results that emanated from the use of Gagne's events of instruction nurture the significance of external processes in the learning and concept formation in the biological sciences because of the provision of the hands-on minds-on experiences. Hence it can be concluded that the events of instruction act as knowledge connector.

Keeping in view the results of this study it is recommended that the teacher-education courses needs to be revisited. More factual materials and hands-on activities should be provided for the professional growth of the teachers.

More activities should be incorporated in to the lessons to make the classroom environment conducive to learning.

Projects for helping students and raising their consciousness must be formulated and included at elementary and secondary level.

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ALLAMA IQBAL OPEN UNIVERSITY
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TEACHING OF BASIC CONCEPTS AT SECONDARY SCHOOL LEVEL

By

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*Dr. Nabi Bux Jumani***

Abstract

The aim of this study is to check the effectiveness of the basic teaching mathematical concepts at secondary level. It is common saying that mathematics is the mother of all the sciences, but majority of the students feel much difficulty in mathematics. Every year thousands of students take examination at secondary school level and pass the examination with poor results. Experimental design of research was used to check the effective teaching of the basic concepts of mathematics. The students of 9th class were selected as sample and were divided into control and an experimental group on the basis of pre-test. Post-test was administered to find out the difference between the mean scores of both the groups. The study shows that the experimental group performed better than the control group. It was found that the student with good knowledge of basic concepts of mathematics shows good results than those who have not basic concepts of mathematics. Also the students of experimental group show more interest in mathematics as compared to other groups.

Literature

Two thousand years ago, Plato observed that the perfect system of education is necessary to produce the perfect society. The perfect system fulfills the needs of time and enables the nation to be at par with other advance nations. The advanced countries proceed to the top due to their enhancement in the field of technology, and the technology depends upon the rules of mathematics. Science and technology in Pakistan suffers from being given the lowest priority in the development plans.

Teachers can play a decisive role for the development of the nation. The teacher is responsible to bring about positive changes in the minds of his/her

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students. It is the duty of the teacher to study the nature of the students, check their ability through different psychological tests and design his/her lessons according to the situation. The most important step for designing the lesson of mathematics is to relate the knowledge of book to the modern existing knowledge of mathematics. A teacher with poor knowledge of mathematics may not present his lesson in an interesting way to the students. There are certain basic skills which are to be acquired by the students of mathematics. In this regard a list of basic skills was developed in 1977 by the National Council of Supervisors of Mathematics (NCSM). The ten basic skills which the students were required to develop before they complete mathematics at high school are as follows:

1. Problem solving
2. Applying mathematics in everyday situations
3. Alertness to the reasonableness of results
4. Estimation and approximation
5. Appropriate computation skills
6. Geometry
7. Measurement
8. Reading, interpreting, and constructing tables, charts and graphs
9. Using mathematics to predict
10. Computer literacy (Streeter, Hutchison and Hoelzle, 1986).

There are supplementary factors to increase the efficiency of mathematics teaching in the secondary schools. They may be grouped in the following way:

- (i) Mathematics library
- (ii) Mathematics laboratory and teaching aids
- (iii) Mathematics club
- (iv) Specialized equipments
- (v) Guidance as part of mathematics teaching
- (vi) Field trips
- (vii) Exhibition and fairs (Reddy and Nagaraju ,2007).

A concept is assumed to be a set of specific objects or events which share common characteristics, and they can be referred to by a particular name (Iqbal, Zafar 2001).The Concept Attainment Model (CAM) of teaching has been presented by Bruner, Goodnow and Austin. It is developed from their study of thinking. The concept attainment strategy as model of teaching is concerned with two separate but related ideas:

- (a) Nature of concepts
- (b) Thinking process used by individual to learn concepts

Some concepts have just definition and are applied in mathematics in the same manner as learned. These are just concepts, but if the students do not have these concept, they cannot manage the knowledge with which they meet in the future. In mathematics, word problem or verbal problem is simply a question which requires the application of mathematics in order to achieve the solution, but doing so the required procedure has first to be extracted from within sentences. These sentences are often intended to provide a real-life setting for a simple task. (Orton, 2004)

Mathematics is not a skill that can be learned by observation. Learning mathematics is like learning swimming, that cannot be acquired by observation alone (Cavadar, 1997). Better understanding of mathematical concepts and its clarification is the prerequisite of having good command on mathematics. The method of teaching mathematics differs from stage to stage and from age group to age group. The methods to be adopted depend upon many factors which include the environment and the familiar situations or experiences that are to be correlated effectively.

Generally, the students are afraid of studying mathematics. There are various reasons for this perplexion. Pupils tend to learn mathematics through a meaningful approach to mathematics rather than by a mechanical process (Kumar, 1993). In mathematics some concepts have just definitions which are applied in mathematics in the same manner as other subjects are learned. These are just concepts, but if students do not have these concepts, they cannot manage the knowledge with which they are confronted in the future. In mathematics, word problem, or verbal problem is simply a question which requires the application of mathematics in order to achieve the solution, but in which the required procedure has first to be extracted from within sentences. These sentences are often intended to provide a real-life setting for a simple task (Orton, 2004).

The secondary education is an important step of education. It prepares the students for higher education in the colleges and universities. So the standards of university education will largely depend on the achievement and preparation of the student in the secondary schools (Sharan, 2008). On tertiary level, the dominance of procedural mathematics is a characteristic of mathematics itself. Mathematical theories are based on axioms and derivation rules. Thus this knowledge is highly procedural by nature: it must be derived from the fundamental definitions and axioms by a finite sequence of logical steps (Tossavainen, 2006).

If the students have prior knowledge of the basic concepts of mathematics, they would surely produce better results. In mathematics, mostly students feel problems because they have no taste of mathematics and are forced to learn the syllabus compulsorily at the secondary level. Cockcroft (1982) was very critical on this point. He suggests that the majority of secondary school pupils have been following syllabuses which seem to be difficult and extent appropriate only to about a quarter of pupils. In mathematics, procedural knowledge is the knowledge of symbolic representations, algorithms and rules; conceptual knowledge is the knowledge of core concepts, principles and their interrelations (Byrnes and Wasik, 1991).

Procedure

The students of class 9th were the sample for this study. A college in Islamabad was selected for this study. The students were divided into two groups i.e. experimental and control group. Both groups were equated on the basis of pre-test. Each group consists of 30 students.

Two teachers, almost similar in respect of qualification, age and teaching experience were assigned the groups. All the conditions remain same except the teacher assigned to the experimental group was trained for four weeks (Science Education Project, Phase –II, Govt. of the Punjab). That is how to make the basics mathematical concepts clear to the students.

The pre-test was administered to both groups i.e. experimental and control group to collect the base-line-data for measuring the effects of teaching basic mathematical concepts. After the treatment, pre-test was used as post-test to measure the effectiveness of teaching basic mathematical concepts. The researcher constructed the pre-test according to the local conditions after studying the mental level of the students and discussing with some experts of the mathematics. The researcher (first author) has been teaching mathematics to the secondary level for the last 10 years. Therefore, the actual conditions of the class room were in mind while constructing the pre-test.

The pre-test was designed in such a way so as to check the basic concepts of different branches of Mathematics. For this purpose, the test was divided into four parts (sets, numbers, factorization and geometry). The pre-test was discussed with other mathematics teachers and their advices were added to this. As such, this becomes a more valid test. Time given to both the groups was 1 hour.

Table No. 2.1
Pre-test: Concept of numbers and their properties

Groups	No of students	Marks in pre-test out of 5	% of pre-test
Experimental Group	7	0	23.33
	5	1	16.66
	13	2	43.33
	5	3	16.66
	0	4	00
	0	5	00
Control Group	6	0	20
	12	1	40
	7	2	23.33
	5	3	16.66
	0	4	00
	0	5	00

N=30

Table No. 2.2
Post-test :Concept of numbers and their properties

Groups	No of students	Marks in post-test out of 5	% of post-test
Experimental Group	1	0	3.33
	0	1	00
	12	2	40
	11	3	36.66
	2	4	6.66
	4	5	13.33
Control Group	4	0	13.33
	7	1	23.33
	11	2	36.66
	7	3	23.33
	1	4	3.33
	0	5	00

N=30

The above table shows that 23.33 % students secure 0 mark and after treatment this decreases to 3.33 % while in experimental group none of the student got 4 or 5 number and in the control group 20 % students obtain 0 mark while in post test control group improved and now 13.33 % students received 0 mark .in pre test none of the student of control group secure 4 or 5 marks and in post test 3.33 % students of control group secure 4 marks while no student secure 5 mark. The students have no strong ideas about numbers, they just read the numbers and use of addition, subtraction, multiplication and division but about the basic ideas of numbers they have poor knowledge. Teachers also fail to inculcate interest among the students, because the teachers just do these questions on the board and the students write down these questions. Teachers have a little knowledge about the numbers, teachers do not have the solid reasons which they produce in the class teachers and students only pay their full attention to the syllabus .Teachers try to complete the syllabus in time and students read only for marks .Although the control group improved but the treated group shows good results after treatment

Table No 3.1
Pre-test: Factorization

Groups	No of students	Marks in pre-test out of 5	% of pre-test
Experimental Group	7	0	23.33
	6	1	20
	8	2	26.66
	6	3	20
	3	4	10
	0	5	00
Control Group	7	0	23.33
	11	1	36.66
	7	2	23.33
	5	3	16.66
	0	4	00
	0	5	00

N=30

The above table shows that in both the groups 23.33 % student got 0 mark and none of the student in both groups secure 5 marks.

Table No. 3.2
Post-test: Factorization

Groups	No of students	Marks in post-test out of 5	% of post-test
Experimental Group	2	0	6.66
	3	1	10
	6	2	20
	9	3	30
	6	4	20
	4	5	13.33
Control Group	1	0	3.33
	11	1	36.66
	9	2	30
	8	3	26.66
	1	4	3.33
	0	5	00

N=30

The above table shows that in experimental group there is improvement in pre test 23.33% students got 0 mark while this percentage decrease to 3.33 % after treatment.

At secondary level the idea of factorization of numbers is not new, at this stage this idea is related to the variables but students feel difficulty in handling the factorization .There are many methods and formulae for the factorization, and students feel confusion in using these formulae and methods .The above tables show that experimental group provides better results after treatment.

Table No. 4.1
Pre-test: Geometry

Groups	No of students	Marks in pre-test out of 5	% of pre-test
Experimental Group	12	0	40
	10	1	33.33
	5	2	16.66
	3	3	10
	0	4	00
	0	5	00
Control Group	2	0	6.66
	12	1	40
	7	2	23.33
	6	3	20
	2	4	6.66
	1	5	3.33

N=30

The above table shows that 40 % students in experimental group obtain 0 marks and in control group 6.66 % students obtain 0 marks.

Table No. 4.2
Post-test Geometry

Groups	No of students	Marks in post-test out of 5	% of post-test
Experimental Group	2	0	6.66
	2	1	6.66
	8	2	26.66
	7	3	23.33
	5	4	16.66
	6	5	20
Control Group	5	0	16.66
	9	1	30
	6	2	20
	4	3	13.33
	6	4	20
	0	5	00

N=30

The above table shows that in experimental group 6.66 % students obtain 0 mark which is far better as compared to the pre test and in control group 16.66% students obtain 0 mark which is increased. This shows that the students feel difficulty while learning this section. In experimental group, 20% students obtained 5 marks and in control group no student obtained 5 marks.

Geometry is the most important branch of mathematics. Mostly students feel it tough as compared to the other branches of the mathematics. There are some abstract ideas in this discipline, and students have no command over these ideas, owing to the reason of lack of proper knowledge of geometry. Teachers also feel problems while teaching the geometry. Although in daily life there are many things which are designed according to the rules of mathematics but students have no clear vision and cannot apply these laws of geometry in daily life it might be the fault of teaching approach. In this branch students especially feel difficulty and avoid geometry, but experiment proves if students are taught basic concepts of geometry, they can provide better results.

At elementary level, the students just meet the questions they do not know what they are doing and questions remain easy and clear cut methods used for the solution of these questions, while at secondary level the standard of syllabus enhanced suddenly and there remains a gap of knowledge they got at elementary level. Hence, this deficiency remains throughout their educational career.

Calculation of Value of “t”

Comparison between scores of pre-test and post-test of the group

The following table shows the comparison of ranges, means, standard deviation and value of “t”.

Comparison between scores of pre-test and post-test of Experimental group

Test	Students	DF	Mean	Median	SD	Value of “t”
Pre-test	30	58	6.13	6	2.15	8.53
Post-test	30	58	12.2	12	3.23	

It was observed from the table that value of t (calculated) 8.53 is greater than t (tabulated) 2.00 at 0.05 level for 58 DF .Therefore, it was concluded that there was significance difference i.e. teaching basics concepts affects the performance of the students. Hence the hypothesis is rejected.

Comparison between scores of pre-test and post-test of Control group

Test	Students	DF	Mean	Median	SD	Value of “t”
Pre-test	30	58	5.90	6	1.77	-2.27
Post-test	30	58	7.23	7	1.57	

It was observed from the table that value of t (calculated) -2.27 is less than the table value for 58 df at level 0.05.therefore ,it was concluded that there was no significance difference i.e teaching with traditional method produce no better results.

Findings and Conclusions

The analysis of data has revealed some important findings, which are as follows:

1. At elementary level students just learn mathematics with rote method, they prepare some questions and go through the examinations, and pass the examination, and they do not pay proper attention to the basic concepts and feel difficulty at secondary level.
2. Comparatively the existing syllabus is tough and teachers do not have command over the subject due to lack of proper training.
3. Teacher should be provided in-service training so as to keep them abreast of what is being changed in the curriculum at school level.

4. Teachers fail to inculcate interest among the students, because they have no solids examples which they relate to the daily life.
5. Students just memorize the terms of mathematics and know nothing about the mathematical terms.
6. There is no experimental work that makes the mathematics interesting.
7. There is no illustration of theory and students just attempt the questions for passing the examination.
8. Students cannot test their ideas.
9. Experimental skill can be gained in laboratory and there are no mathematical laboratories in the schools.
10. There is no organization among the ideas, because at elementary level students have no proper guidance for their future education.

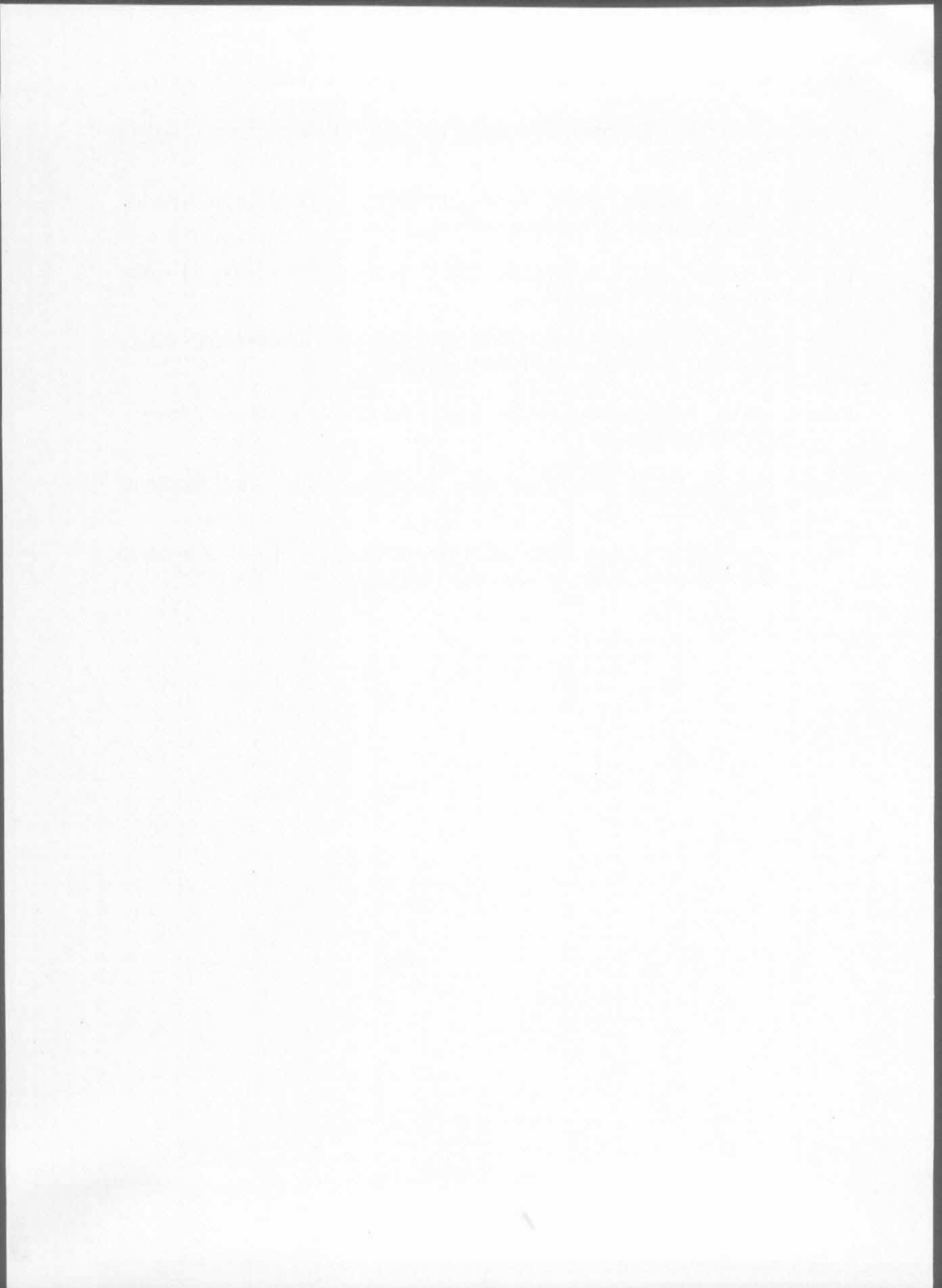
Recommendations

1. ompetency in mathematics mainly depends upon mathematical concepts. Before starting to tackle the problem, understand the basic definitions and theorems.
2. Being unsatisfied with one method for solving a problem, the teacher should look for another one.
3. Students should be actively involved by the teacher during the class/ sessions.
4. Collaborative projects must be included in the syllabus. These projects allow the students to build group cooperation, skills while facing challenging exercises.
5. Textbooks should include a set of writing exercises.
6. Cumulative tests must be taken regularly. These tests will help review not only the concepts of the chapter that has just completed but those of previous chapters.
8. There must be mathematical laboratories, where students can study mathematics and draw conclusions by themselves.

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ALLAMA IQBAL OPEN UNIVERSITY
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TRAINING NEEDS ASSESSMENT

A Case Study of Allama Iqbal Open University

By

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Sohail Amjad***

Abstract

Training is considered as an effective tool for changing attitude or cope with resistance when technological change is brought in. Therefore, to positively develop the perception of employees towards Information and Communication Technology (ICT), this research was conducted to assess the training need among the employees of Allama Iqbal Open University. Quantitative results were collected with the help of questionnaire survey. By adopting stratified sampling approach, the whole population was divided into three strata and 25 % of each strata was taken as sample (n=243). Results revealed two types of training need.

Introduction

The Allama Iqbal Open University (AIOU) provides education through distance mode of learning to those segments that cannot continue their educational journey through formal system due to some reasons. The focus groups of AIOU are the working class, people residing in far flung areas and females who cannot attend school/colleges due to cultural or traditional bondages.

With the advent of information and communication technologies (ICTs), distance education based institutes and universities are now providing education to widely separated students with the help of computers and telecommunication means in nearly each part of the world. Technological change has become an everyday part of organizational dynamics. The management of the AIOU has also planned to launch ICT in each phase of distance learning to enhance the quality

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and access of education. Since the whole process requires drastic change, a research was conducted previously to investigate the attitude of the employees towards concurrent technological change (Riaz, 2007). Results showed negative attitude of some employees towards ICT. An attitude is a favorable or unfavorable response towards something. The components of attitude are, cognitive, affective and behavioral. The cognitive dimension relates with our thoughts, beliefs, and ideas about something while affective refers to the feelings or emotions that something evokes. The behavioral component refers to an intention to behave in a certain way towards someone or something (Robbins, 1999). The unfavorable behavioral component of attitude becomes resistance, which prevents an individual to accept real or imagined change. On the other hand, it is natural and inevitable that employees resist change until and unless they get tired of the existing state or have negative view about present state. However, their resistance varies from time to time as they start understanding the benefits associated with change. If management does not understand, accept and make an effort to work with resistance, it can undermine even the most well-intentioned and well-conceived change efforts. Coetsee (1999) states: "Any management's ability to achieve maximum benefits from change depends in part of how effectively they create and maintain a climate that minimizes resistant behavior and encourages acceptance and support."

Technological change implies new and advance ways of doing work by learning new skills, which consequently evoke uncertainty, discomfort and fear of known facts. In many cases there is not a disagreement with the benefits of the new process, but rather a fear of the unknown future which establishes negative attitude. During the process of implementing and using ICT, attitude directly influences the services offered to the users. That is the reason, staff with positive attitudes are desirable, and negative attitudes are undesirable (Spacey *et al.* 2004a).

De Jager (2001) argues: "Most people are reluctant to leave the familiar behind. We are all suspicious about the unfamiliar; we are naturally concerned about how we will get from the old to the new, especially if it involves learning something new and risking failure." Training is considered as an appropriate technique to change attitudes towards ICT (Spacey *et al.* 2004b). Training play an important role in adjusting people with regard to changes taking place around them. It can assist in the process of technology adoption. At contrast, care should be taken for the employees under great fear and anxiety of computers. They must be provided specialized training prior to general ICT training (Farrow, 1997).

Training has direct influence on the shared beliefs that employees form about the benefits of information and communication technology. Training is an important element to positively influence the formation of belief that affects attitude positively (Amoako and Salam, 2003). Therefore, AIOU should arrange training sessions in accordance with the current technological change. Employees after acquiring requisite skills may voluntarily accept new ways of doing official work.

Defining Training and its Importance

The recognition of the importance of training in recent years has been heavily influenced by the intense of overseas competition and the relative success of economies like Japan, Germany and Sweden where investment in employee development is considerably emphasized. Especially, organizational change on account of technologically advancement have gradually led some employers to the realization that success relies on skills and abilities of their employees, and this means considerable and continuous investment in training and development (Beardwell and Holden, 1998). The Manpower Services Commission of the United Kingdom defined training as “a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization“(Manpower Services Commission, 1981). Increased productivity is often said to be the most important reason for training. Training, in the most simplistic definition, is an activity that changes people’s behavior (McClelland, 2002). It is the systematic process of altering the behavior of employees in a direction that will achieve organizational goals. It has a current orientation and helps employees master specific skills and abilities needed to be successful. A formal training programme is an effort by the employer to provide opportunities for the employees to acquire job-related skills, attitudes, and knowledge. Therefore, improvement of skills is what the training will accomplish. Motor, cognitive, and interpersonal skills are the main targeted skills of training programmes (Ivancevich ,1998).

Essentials of Training Need Assessment

A training plan should first analyze the existing qualities and training needs of current employees to fill the gap between organizational requirements and the present skills and knowledge of employees, so that decision could be made about the appropriate training and development methods to be used for individuals and groups (Beardwell and Holden, 1998). According to Hall (1984), the first vital step in planning a training programme is the “identification of

needed skills and active management of employee learning for their long-range future in relation to explicit corporate and business strategies". To make training effective, not only individuals need be identified, but also how their needs fit the overall organizational objectives. Bernhard and Ingolis (1988), in studying training and its strategic implementation, believe that a considerable amount of money is 'thrown away' mainly because fundamental issues such as analysis of training needs in relation to the short and long-term business plans is not addressed.

An integral part of analyzing training needs is the recognition of what will 'fit' the company's culture, as well as within the company strategy and objectives. In other words, the training scheme that may fit one company may not fit another, and these company differences can only be ignored at great cost. A training needs assessment is one of the most basic and common forms of assessment used by HRD professionals in the workplace. Needs assessment help to determine when training is the answer and when it is not. Assessment insures that training programmes have relevance to the people being trained (Gupta, 1999).

Scope and Objectives of Training Need Assessment

The purpose of Training Needs Assessment (TNA) is to identify performance requirements within an organization in order to direct human resources to the areas of greatest interest, especially those that closely related to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services (Miller, 1996). TNA encompasses areas such as setting the objectives, designing the curricula, selecting the trainers, adopting certain training methods and evaluating the training programs. Therefore, more attention should be paid to this process, in terms of selecting more practical approaches, taking into account the aspects of the environment in which the employees work and selection of better-qualified managers who are responsible for such activity (Agnai, 1996).

Outcomes of TNA

MacClelland (2002) assessed staff training needs of nonprofit organization by obtaining responses from both staff and directors. Staff was of the view that, computer/technical/software skills were the most pressing training needs for them while dealing with conflict and challenging behaviors were the training needs identified for staff by directors. Since discrepancy existed between the director's perception and the staff's perception for training need. But according to MacClelland, staff's perception was more valid than the director's perception.

By taking such steps, total responses received were 262 which became 58.22% of the total. But nearly 17 questionnaires were rejected on different grounds giving 243 responses (Appendix-I). Ultimately, responses of 54% of distributed questionnaires were analyzed.

Research Analysis

Demographic Characteristics of Respondents

Survey respondents included 199 male (81.9%) and 44 females (18.9%) with ages ranging from 18 to 60 years. Respondents between ages 18-35 were 52.2 % and 36-50 were 38.7%. Only 9.5% were between ages 51-60. Most of the respondents were having the qualifications up to postgraduate (47.8%) and graduate (29.6 %) level. 16.9 % were intermediate and 5.9% were just matriculate. It shows that most of the University employees are highly educated. AIOU mostly hired individuals on permanent basis, therefore, the contribution of permanent employees were 67.5% among all respondents, while daily wagers (contingent workers) and contractual workers were 28.8% and 3.7%, respectively.

Age	18-35	52.30%
	36-50	38.70%
	51-60	9.50%
Gender	Male	81.90%
	Female	18.90%
Department	Academic	29.20%
	Administration	17.30%
	Servicing	53.50%
Status	Permanent	67.50%
	Daily Wages	28.80%
	Contractual	3.70%
Education	Matric	5.80%
	Intermediate	16.90%
	Graduate	29.60%
	Post Graduate or above	47.80%
Rank	BPS (1-7)	50.60%
	BPS (11-16)	23.50%
	BPS (17 or above)	26%
Length of Time	Less than 1 year	8.60%
	1-2 years	7.40%
	3-5 years	19.30%
	6 years or above	64.60%

About the rank¹, employees within BPS (1-7) were 50.6%, BPS (11-16) were 23.5% and BPS (17 or above) were 26%. It is also concluded that most of the employees are having more than 6 years of experience with AIOU, as their responses remained 64.6%. Employees having less than 1 year experience were 8.6%, 1-2 years were 7.4% and 3-5 years were 19.3% (Appendix-II). As the employees were also required to indicate their respective department. The demographic data shows that out of 243 responses, 70 received from academic, 43 from administration and 130 from servicing. It presents the major portion of servicing 53.5%, academic 29.2% and 17.3% of administration.

Descriptive Analysis

Computer Use

Descriptive results showed that the employees are high users of computer. According to the results, 94% of the employees use computer whereas only 5.85% are non-user. The reason behind high usage is the accessibility of computers to each officer/official. The AIOU encourages skilled employees to make best use of computers in official working.

Computer Literacy

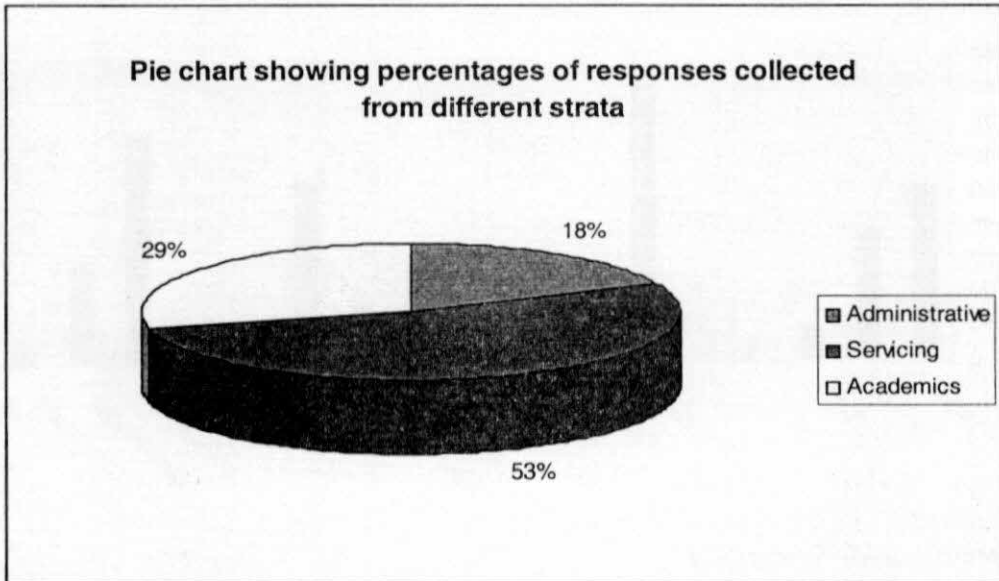
About computer literacy, the figures for average and above average computer literate are 43.7 and 23.5 respectively. The employees are normally trained in the use of general-purpose software, such as MS-Office, which enabled them in the disposal of official work that's the reason they keep themselves in average column. Only 14 % were found expert and most of them are employees of IT Departments and who have in-depth knowledge of computers. Only 0.84 % of employees think their computer literacy is nil.

Location for Computer Use

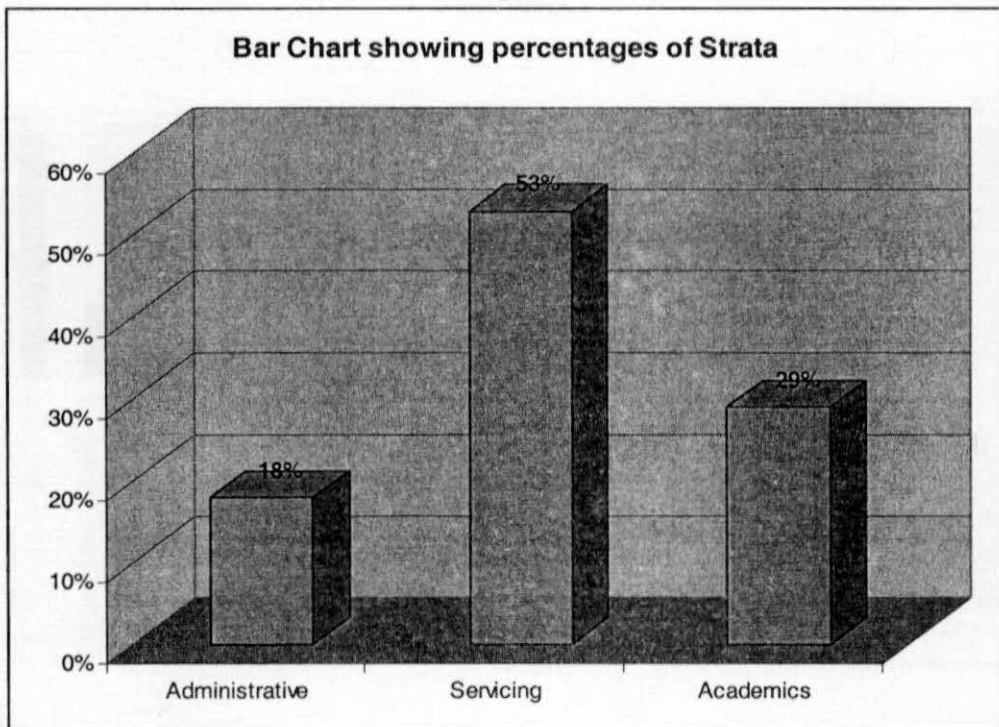
The highest figure of 50.87 % shows that employees mostly use computers in the office. Since they spend most of their hours in the office, which provides more opportunity to use computer over there. Second highest figure (45.61) indicates that the employees have computer facility at home and office, therefore they may use it regardless where they are. A very low figure of 3.5% shows few employees using computer only at home.

¹ In AIOU, Rank is based on BPS (Basic Pay Scale)
BPS (1-7), lower rank employees
BPS (11-16), middle rank employees
BPS (17 or above), upper rank employees

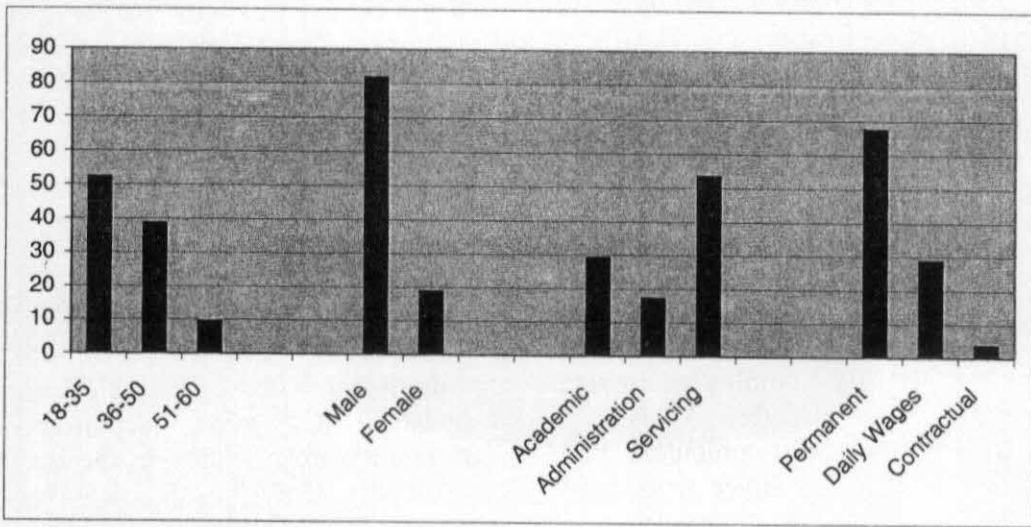
Graph-I



Graph-II

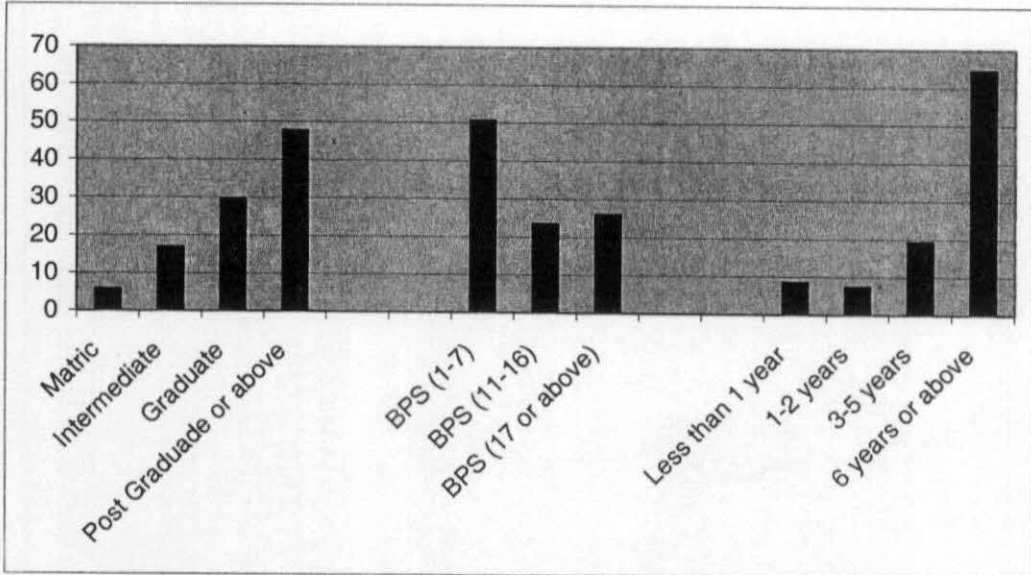


Graph-III



“Demographic Statistics-1”

Graph-IV



“Demographic Statistics-II”

Frequency of Use

81.3 % of employees use computer daily. The reason behind high usage is computer literacy, accessibility and work automation. Secondly, employees are provided high speed internet that keeps them up to date with information. Thirdly, they are also the responsible for addressing the queries of the students with the help of the communication box. E-mails of the students are directly forwarded to each concerning department, which is subsequently replied. Second highest ration of 10.2% pertains to 2-3 times a week computer usage. Employees who use computer once a week, 2-3 times a month or once a month are very few.

Time Spent per Session

Most of the employees normally spend more than 3 hours per session with their computers (41.9%). As AIOU plans to launch ICT in each department, therefore, high speed computers with internet facility are provided to the staff, which lets each employee work vigilantly and avidly. Only 5.67 % employees spend less than 1 hour per session. Other computer users remain in between 3 hours per session to 1 hour per session.

Reason for Not Using Computer

Employees who don't use computer were required to specify the reason of their non-usage. The two highest ratio of 42.3 % and 31.5 % reveal that the reasons are either skill deficiency or short of training, which accentuate a comprehensive training programme for employees especially for non-users. Only 6.5 percent pointed out that as they don't have time, therefore, they don't go to operate the computers. The nature of job of some employees doesn't allow them to work on computers.

Delegating Computer Work

About the delegation of computer work to someone, officers who have the facilities of personal assistant, strongly agreed with the delegation of work to others, as they normally remained in decision making and policy formulation decision and assign computer task to assistants. Secondly, the working environment of AIOU is team oriented, therefore, during the time bound assignments incumbents delegate their work to friends and colleagues to accomplish their task in time.

Training Need

For training need, 95.3 % of the employees agreed that they need training to enhance competencies. The figure is quite high as compared to those who (4.7)

don't want training. Due to pervasive influence of office automated software and ICT, employees want to be trained with respect to the technological change, so that they could excel in competitive environment.

Source of Computer Learning

To learn computer, individuals normally approach different sources such as friends, colleagues or even take admission in computer institutes. However, in AIOU, employees think that their self-learning increased computer knowledge (32.6%). Official training (28.7%) has also played an important role previously in increasing competencies, that is the reason 95.3% (as discussed earlier) employees again want comprehensive training sessions.

Computer Skills

To depict computer skills, the results were nearly the same as were found for computer literacy. Most of the employees think their skills are average or above average (23.5% and 51.7%). Whereas 9.8% employees think themselves highly skilled. Demographic information shows that computer experts are those employees, working in Computer Department or Information Technology Services Network (ITSN).

Kind of Training Need

The most important question was: "what kind of training, you need"? 19.03% employees favored to be trained in the use of Higher Education Commission Digital Library, which provides up to date information about the research and development in various areas and disciplines. Employees want to be trained in accordance with HEC digital library so that they may access relevant knowledge about their own field. Since employees could check all areas they deem important for training, therefore findings show that most of the employees not only selected all areas but also specified some more. Even pointed out training in using computer, MS-Office and Internet, the reason may be they want in-depth knowledge to optimally use computer, general purpose software and Internet.

Preference for Mode of Training

When employees were asked to specify their mode of training, they preferred to arrange workshops (38.7%) and presentations at meetings (13.5%). The other two high priorities remained 13.5% and 12.7% for support when needed and one-on-one demonstration, respectively. Employees usually need help when problems arise while working with computers; therefore they want support during problem.

Conclusion

Results showed high computer usage of AIOU staff. Despite the reason AIOU organizes training sessions and seminars after short span of time, but still high training need was found among employees for specific areas. An analysis of the data allows the following conclusions to be made:

1. Most of the employees are high computer user and do not delegate their work to others (secretary, assistants etc).
2. Employees usually use computer daily and spend more than three hours per session with computers.
3. Computer literacy among employees ranged between "average" to "expert".
4. A very high percentage of employees favored training programme to enhance competences.
5. Official training and self-learning are the two approaches that increased computer skills so far.
6. Although employees are found with "average" or "expert" in computer skills, but they specified all areas given in the questionnaire (MS-Office, HEC Digital Library, finding information on Internet etc). The reason may be the in depth knowledge of all such areas required because latest versions of software are now available in the market (MS-Office XP, Windows Vista etc).
7. Workshops, Presentations and Support when needed, are the preferred mode of training.

To specify their training need, employees presented different remarks. Consolidated data shows the training need in accordance with the nature of job, as;

- Questionnaires collected from finance and accounts departments show training need for record keeping and financial administration software.
- Production department that produce audio/visual materials for students, need training of animation, multimedia production and AVC media.
- Designing department is of the view that training of visual graphic and designing software, such as adobe Photoshop and coral draw should be provided.
- Research and evaluation center requires training to effectively use statistical packages such as SPSS, Stata, SAS, etc.

- Admission and examination department strongly recommended to install special purpose databases as per their departmental need and require training accordingly.
- Academic departments, especially Arabic, Urdu and Islamic law, need training for Arabic and Urdu writing software.
- Employees working in computer department preferred specialized training for web page development, installing and operating new telecommunication means, maintaining hardware, IP routing etc.
- Employees also demanded refresher courses to effectively operate office automation software.
- Most of the employees are of the view that they should be trained in general trouble shooting and operating system installation of computers so that problems arising from time to time may be eradicated at their own end.

Recommendation

In view of the above, the following recommendations are related to the study,

1. Findings reveal the need of two types of training sessions;
 - i. A general training program
 - ii. A special training program
2. A general training session may provide awareness of Information and Communication Technologies (ICT) to all employees. It may focus on, how ICT improves teaching and learning process in distance education and how it helps affectively to achieve organizational and personal goals.
3. As each department may take advantage of ICT, therefore general training session may also be provided to all employees irrespective of their cadre, literacy and job responsibilities.
4. A special training programme should be formulated with regard to the specific needs of different departments. Work assignments of administration are quite different from academics and academicians' role is different from servicing departments. Therefore, the special training sessions may be set up keeping in view the departmental responsibilities / assignments. Such as training is required for;
 - i. Graphics, Animation and multi-media production software to Design and Production Departments.
 - ii. Accounting and financial packages to Treasurer departments.
 - iii. Urdu, Arabic and French writing / composing to Urdu, Arabic, Applied Linguistics and other concerning departments.

- iv. Installation and troubleshooting for Information Technology Services Network (ITSN) and Computer Department.
 - v. Using statistical packages such as SPSS, Stata etc for research and evaluation center or any other academician related with research work.
 - vi. Handling databases for employees, keeping admission and examination record of students.
5. The participants in this assessment rated face-to-face delivery of training such as workshop and presentation, as preferred methodology. These preferences should be considered while scheduling training. Secondly, employees may also be provided support when needed. Since this method seems time consuming, but for the use of special purpose software and technical work, such practices may be worth giving.
 6. The effectiveness of training largely depends on the trainers. A plan should be formulated to identify and hire potential trainers for the provision of relevant training.
 7. Training is considered as an investment rather than cost and training sessions should be a regular feature after short period of time. Training needs change with time; this study should be replicated every year to detect emerging patterns. The need for training is acknowledged by the respondents, because employees have the perception that since ICT has pervasive influence on distance learning, therefore training is imperative to change attitude and cope with the resistance.

Limitations

The results of this study should be treated with caution for two reasons: First, the questionnaire approach is not free from subjectivity in the respondent and the data was taken at one point of time instead of longitudinal study. Reactions may change with the passage of time. Secondly, the study is carried out in the Head Office of AIOU, however it has 32 Regional Offices and 40 Regional Centers all over Pakistan, which were not included.

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TEACHING OF WRITING SKILL IN OUR SCHOOLS

By

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Abstract

This study deals with the nature and sub-skills of writing, techniques used by the teachers to teach writing skill, problems faced by the teachers in teaching-writing skill at lower secondary level and to give recommendations for the improvement and promotion of suitable methods of teaching writing skill. For this purpose, the questionnaire was developed to collect the data from both male and female teachers of secondary schools of Tehsil Rawalpindi. Literature was also reviewed in the form of content analyses to explain the nature and sub-skills of writing. The data was analyzed on applying simple percentage formula and the recommendations were made from the findings of the study. This study shows that writing is reflective and mechanical activity which demands thinking, analyzing, clarifying, organizing, note taking, drafting and repeating for finalization. It is a process of creating, making something out of nothing, bringing order out of chaos that starts from learning alphabets, combination of alphabets into words, words into sentences and sentences into paragraph. It shows that the majority of the teachers teaching English to secondary classes are incompetent who follow out dated methods does not check and give proper feedback on the writing assignments. The students step on the free writing skill ignoring the controlled and guided writing activities.

The examination system is based on the rote memorization by adopting selective study methods to obtain high scores without the comprehension, application and creation of ideas. It has been recommended from the findings of the study that the teachers should be trained to implement naturalistic writing process in the classroom, and the role of the teacher should be the facilitator of learning process. The teachers should be trained not only to provide writing practice, but also proper feedback to the students. The controlled and guided writing skill must be practiced for stepping to free writing practices. Teachers should be trained to

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follow student centered and activity based methods for teaching writing in the classroom. The examination system should not be based on rote learning but on the comprehension, application and creation of ideas for the solution of problems. The use of A. V aids and helping material should not only be provided in schools, but the teachers are also trained to prepare from the local material and use them in the classroom.

Introduction

English is one of the most widely spoken languages of the world. One out of five persons speaks English on the planet earth. It has replaced French in the field of diplomacy, German in the field of science and technology, and Latin in the field of literature and art. (Minkova, 2001) It has become an official or co-official language of 45 countries of the world. The industrialists, scientists, researchers, diplomats, engineers, defense forces, students at higher level studies and scholars conduct their business in this language. The basic skills of English language are listening, speaking, reading and writing. They all are integrated. Writing is one of the productive skill, demands lot of efforts on the part of learner. The students have to communicate their ideas and feelings in writing. It starts from writing alphabets, combination of alphabets into words, words into sentences and sentences into paragraph. And this process further travels to descriptive, expository, creative, narrative and communicative writing. It is reflective and mechanical activity that demands thinking, analyzing, clarifying, organizing, note taking, drafting and repeating it for finalization. Byrne (1979) defines writing as a sequence of sentences arranged in particular order and linked together in certain ways to form a coherent whole. Good writing excites and makes life worth living. Holladay (1991) says that when you write you create; make something out of nothing, bringing order out of chaos. Effective writing requires a number of things: a high degree of organization in the development of ideas and information; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary; grammatical patterns and sentence structure to create a style which is appropriate to the subject matter and the eventual readers.

But, in spite of the great importance of the English language, most of our students fail in this subject. There are many reasons of failure in this subject. The most important one is incompetent teachers. They are ill paid, ill backed and ill trained. They are not able to teach writing skill to their students in logical, coherent and productive manner. Their methods of teaching writing to the students are unnatural, outdated and illogical. Therefore, the researcher decided to

find out the problems faced by the teachers in teaching writing skill and analyze the sub-writing skills taught at secondary level.

History of Writing Skill

The human beings communicate their messages through the use of speech sound, body-gesture and writing. The writing system was invented much later than the system of speech. It is derived from the phonological system. It was developed 6000 years ago to preserve the religious teachings, orders of the monarchs, commercial transactions and other important matters related to human beings. The Egyptians and Babylonians recorded these matters in tangible, visible and preserviceable form. These messages were preserved not in linguistics form but the facts about the message. They were entirely pictographic. Communication through pictograph was really time consuming and laboursome work. It was also difficult to communicate some abstract message through this medium. Writing proper began when human beings got the idea of representing in visual form not the facts themselves, but a linguistics statements about facts. Thus, language needs symbols to communicate sense to the readers. In this way lexco-grammatical core was developed, and oldest form in this connection is the example of Chinese language. (Francis, 1965)

The Egyptian and other people of Middle East have discovered the phonological system of language. They based the writing system on the phonological structure. The English writing system that is used today was devised at the time of conversion of the Anglo-Saxons early in the 17th century. It was not newly invented system but was borrowed, with necessary adaptation, from the system used by Latin. The earlier runic system based on Roman alphabets was also used in limited way; but it had never been used in writing documents. (Francis, 1965)

The linguists believe that the focus of teaching writing vary at different levels. To teach writing to the beginners: the teacher has to concentrate on how to hold a pen, paper and to sit while writing; write individual alphabets; and to what extent leave the margin and to write in straight lines. At initial stages the students are in need of following elements of the language for proceeding on the further stage: They are orthography, vocabulary, spelling, punctuation, and sentence structure and sentence linkers. So, writing at this stage is to write grammatically correct sentences. (AIOU, 1991)

Writing Skill at Secondary Stage

At secondary level students are in need of the skills how to write topic sentence of a paragraph, supporting detail of a paragraph, and formal and informal writing. The focus of the writing activity at this stage is to write down grammatically correct sentences in order to communicate ideas, feelings and facts. (AIOU, 2005) There are some sub-skills of writing needed to write a paragraph, which are *Descriptive Writing, Expository Writing, Narrative Writing, Persuasive Writing, Creative Writing, Personal Writing, Proposal Writing, Business Writing, News Writing, Research Writing, Report Writing, Writing reviews, Argumentative Writing, Intuitive Writing and Communicative Writing*. Each writing sub-skill has different communicative purposes and it needs different style and choice of words.

Descriptive Writing is the oldest form of writing. We describe places or things, which we possess and observe in our daily life. It is further divided into two parts: subjective and objective writing. Narrative Writing includes the narration of events, stories that happened in the past in sequence manner. They are narrated in chain wise manner and the events are logically or chronologically connected to each other. The stories, novels and historical events are in narrative form. Expository writing is a kind of writing which deals to express facts and ideas. It deals with the academic aspects. It is further divided into definition, classification, comparison and contrasts, analyses, cause and effect (AIOU, 1991). Analogy is a technique for explaining the unknown word or idea by comparing it with the known and familiar word or ideas. We teach many things to our students which they do not know with help of analogy. In persuasive writing the use of concrete noun and action verbs are better than the abstract noun. Naturalistic Writing is giving opportunity to the student to select topic of his own interests, follow his own structure and the use of vocabulary. The role of the teacher is to facilitate the student in such away that entire work is done by him not by the teacher.

Irmscher (1977) says that the writing is not only a skill but also a behavior. It demands practice and repetitions on the part of writer to learn the spellings, mastering the structure with the support from his/her previous cognitive make up. But to delimit it entirely a skill is absolutely incorrect. It is not entirely habit formation but a behavior that is outcome of the psychological, cognitive maturation. It involves total self--- ideas, feelings, attitudes, tastes, temperaments, sense of order, sense of rhythm, selecting of patterns or words, styles. He further explains that writing is an individual and unique activity as the human beings are themselves. We do not write in the same way as we do not talk in the same way.

Writing is not words on the paper alone. Writing is overcoming inhibitions. Writing is opening up. Writing is getting started. Writing is controlling. Writing is matching words to thought. Writing is feeling as well as thinking. It is a spontaneous action that stops and starts. He has concluded that it is entirely intuitive process that is outcome of the "rich fabric of subconscious wisdom". By subconscious wisdom he means chains of logically bound and evaluated perceptions stored in memory.

Carlson (1959) conducted study on comparing two methods for writing original stories by evaluating 1400 samples of children's writing, and found that the use of variety stimuli, including multi-sensory experiences, pictures, literature and toys resulted in greater fluency and originality than did the use of story titles alone.

Halvorson (1960) studied randomly chosen composition and responses to an attitude inventory to determine whether emphasis on stimulation or on mechanical accuracy was more effective in producing composition of high quality. She concluded that mechanical group wrote short, correct sentences in grammar and spelling wise. The paragraph structure of this group was far improved in quality as compared to the other group. The stimulus group showed improved performance in plot production. She concluded that the children learn specifically what they are taught to learn.

Freebain (1987) says that the teacher should adopt collaborative writing approach in the classroom. He should facilitate the students to reflect on the topic, put ideas on the paper and to organize them as a one whole. It is a process of creating, discovering and extending meanings instead of copying pre-conceived and evaluation of the writing task. The role of the teacher is the facilitator of the writing process not as an evaluator of it. Ward (1980) indicates in persuasive writing, the writer tries to convince readers to agree with his opinion and possibly take actions.

The concept of communicative language teaching was appeared in Europe during 1970s. In communicative writing the writer uses orthography to construct correct grammatical sentences that are cohesive and coherent to communicate ideas to the readers. Cohesive means that it has grammatical unity and the coherent means the unity of sense and meanings. It is based on the view of language as a communication; and its primary goal is to develop communicative competence in the learner. They believe that the essence of the language is speech not, writing. The proponent of this approach identifies four dimensions of language: grammatical, sociolinguistic, discourse and strategic competence. Communicative writing not only needs linguistic accuracy but also fluency and authentic material for communicating meanings to the readers. The basic characteristics of

communicative language teaching are focus on communicative function and meaningful tasks instead of mechanical drills, authentic material, use of small group activities and to develop a secure and non-threatening environment.

Li (1998) has identified the list of following problems and difficulties in introducing and implementing this method in classroom. The majority of the teachers of the developing countries are not competent enough to speak English fluently in the classroom and neither trained to implement communicative writing activities in the classroom. They are highly proficient in the area of grammar, reading and writing because of sweeping use of GTM in the classroom. They also lack knowledge about strategic and sociolinguistic aspects of language. The teachers have to do a lot of work in the school, such as to check the homework, attend the period, and maintain the school record. This method also demands from them to develop material for the activities of lesson from local resources. They are neither trained and nor have enough time to do this task.

In short, to introduce and implement innovative practices demands lot of work and preparation of the education community. As Price (1988) points out that reform of education is not simply the reforms of school system but the reform of the behavior and thinking of the wider social teaching-learning process that guides moral, political and social ideas and behavior of the society. Far reaching curriculum innovation involves fundamental shift in values and beliefs of the individuals concerned. The presence and practice of text-centered, teacher-centered practices leave no room for student-centered, fluency- focused and problem solving activities.

According to Behlol (1999), most of the teachers assign the writing task to the students without any oral activity. It is not the training of the students for developing writing skill but the test of writing skill. The students have no idea what they are going to do. There is no reflective thinking on the part of the students to collect ideas for writing. In this way they are asked to perform the task what they are not prepared to do.

According to Urzua (1989), language is learnt very speedily and accurately when the learner is in need of learning language and he is put in a situation where he/she has to speak the very language. In the same way the students can learn the writing skill when they are asked to express their opinions, feelings and problems that are actually faced by them. In this respect, copying is different from writing. It is expression of one's own ideas in coherent and meaningful way to communicate with the readers. This point is further emphasized by Brown (1973) and Chomsky (1969) that the children do not learn

the language by merely imitating but rather constructing the language. They are biologically programmed to do so. Evidence of this principle is shown when the children use such forms goed, putted, speaked etc. In this respect, writing is not a copying but constructive process on the part of learner. He/she constructs the syntax and vocabulary of the language as a creative activity.

The creative writing is soul-satisfying activity. It provides satisfaction and catharsis to the writer. It is an activity that drives the pent up emotion out of human beings and brings normalcy for them. Creative writing needs stimulation of the imagination of the writer. Unfortunately, the teachers kill the student's imaginative power when they put questions in the classroom. Creative writing also needs extensive reading and concrete experience; which is also not provided to students.

The critical writing is one of the forms of creative writing. Ada (1988) has divided it into four phases; such as descriptive phase, personal interpretive phase, critical analyses phase and creative active phase. At the descriptive phase the students observe, interact and read the text. The questions that are put by the students are found in the text such as who did it/why he did it? Where he did it? At the personal interpretive phase all the information are related to the personal experiences of the students. It means that the student writes the questions that has ever faced, experienced by the student himself. The outcomes of the questions are also before the student. He compares and contrasts the situation that he has read and experienced by the situations in practical life.

Pictures play an important role in teaching writing. They stimulate thinking, create a context, provide information and ideas to students, create interest, save the time of teacher and help the students for free writing.

According to Naheed (2006), writing needs a lot more clarity as compared to speech because the readers are not with the writer to ask questions about the unclear items. It is not supported by the body language to explain the conversation as is done in communication. Prosodic features in speech also help to communicate meanings that are missing in writing. The writer has to make use of graphological devices like punctuation, capitalisation to communicate effectively.

Problems of Teaching English

According to Ogbu (1979), the writer may fail to communicate ideas to readers because of faulty expression, ignoring the competency level of the reader, wrong vocabulary, inappropriate syntax, spelling mistakes, confused structure, lack of clarity on the part of writer himself, no logical beginning and ending,

focus on literature instead of language learning, use of unauthentic material for teaching writing skill, lack of motivation on the part of students for the writing task and over crowded classes.

According to Mashori (2007), the students and the teachers traditionally view writing as an embarrassing and threatening activity. It is mostly practiced to teach specific grammatical and lexical pattern; and the fluency and self-expression is sacrificed for the sake of accuracy. The focus of writing skill on producing coherent and cohesive text for the beginners on the cost of ignoring the intervening stages, such as brain storming, vocabulary building, focusing on main points, arrangement of the main points, capitulation practice, drafting and finalization is detrimental for the smooth development. It is not possible to write such a qualitative text without properly practicing the activities for reaching at such a level. The practice of writing skill in the classroom is non-existent; and mostly it is provided to learn the rules of grammar instead of their use. The teachers are totally unaware of process approach that is consisting of generation of ideas, collection of ideas, structuring and sequencing of ideas, evaluating and reviewing of ideas.

Objectives of the Study

The objectives of the study were as under:

1. To explain the nature and kinds of writing practiced at lower secondary level
2. To find out the techniques used by the teachers to teach writing skill at secondary level
3. To assess the problems faced by the teachers in teaching writing skill at lower secondary level students
4. To give recommendations for the improvement and promotion of suitable methods of teaching Writing skill

Procedure of the Study

(a) Population and sample of the study

The aim of this study was to explain the nature and kinds of writing, techniques used by the teachers, problems that are faced while teaching writing skill and to give recommendations for the improvement of writing skill in the classroom. Therefore the teachers teaching English at secondary level and the students studying are the population of the study.

Stratified Random sampling was used to collect the data of the study. 50 male and 50 female secondary school teachers were randomly selected from the Tehsil Rawalpindi belonging to urban and rural area. In this respect, equal weightage was given to male and female teachers working in urban and rural areas. To make the sample really representative of the population not more than two teachers were taken from the same school. Graphical presentation of the sample is as under:

Gender	Strata/Urban	Strata/Rural	Total
Male	25	25	50
Female	25	25	50
Total	50	50	100

(b) Instrument of the Study

Questionnaire developed by the researcher was the instrument of the study. It consisted of open ended and close-ended items. It was constructed after thorough review of the techniques of constructing Questionnaire and consulting with the experts. The existing situations and the problems faced by the teachers in teaching English were focused in the construction of the questionnaire. It is consisting of 22 items focusing on the techniques used by the teachers, problems to teach the writing skill. It was pilot tested and some of the items were modified to bring clarity. An extensive literature was reviewed to get insight about the nature of writing task practiced in our schools.

(c) Collection of data and analyses

The data were collected through questionnaire, and the researcher approached to respondents himself or through friends for filling the items of the instrument. A coding scheme was prepared and data were tabulated separately. Simple percentage formula was applied for the analyses of the data.

Analyses and Interpretations

Table 1

This table shows the analyses about the assignment of writing task regularly by the teachers, mode of the writing task as copying from the book, practice of free writing skill and enough time for the practice of essay writing skill.

S.No	Location/ Sex	Item	Yes	Sometimes/ To some Extent	No
01	U.M	Writing task is assigned to students as homework regularly.	14	11	-
02	U.F	//	15	10	-
03	R.M	//	12	13	-
04	R.F	//	16	09	-
05	Total	Overall analyses about the assignment of the writing task by the male and female teachers of U/R areas.	57	43	-
06	U.M	The mode of the writing task is copying from the book as home.	20	03	02
07	U.F	//	20	04	01
08	R.M	//	16	06	03
09	R.F	//	18	04	03
10	Total	Overall analyses of the writing task assigned by the male and female teachers of U/R areas is copying from the book.	74	17	09
11	U.M	Practice of the free writing skill in the classroom.	05	08	12
12	U.F	//	03	10	12
13	R.M	//	04	05	16
14	R.F	//	02	06	17
15	Total	Overall analyses about the practice of free writing skill by the male and female teachers of U/R areas.	14	29	57
16	U.M	Essay writing is given enough time in the classroom.	05	15	05
17	U.F	//	06	12	07
18	R.M	//	05	15	05
19	R.F	//	08	14	03
20	Total	Overall analyses about the time given for essay writing by the male and female teachers of U/R areas.	24	56	20

U.M= urban male U.F=urban female R.M=rural male R.F=rural female

The analyses of the table shows that 57 % of the teachers teaching English to secondary classes assign writing homework to students regularly whereas 43 % of the sample group has the opinion that it is not assigned to students regularly but "sometimes". There is no response in the category of "No" option that shows that the teachers traditionally follow the practice of the assignment of writing tasks. The proportion of the sample group who assign the writing tasks to the students sometimes is very high. It shows that the teacher community is not giving enough importance to this skill that lays the foundation stone for higher learning. The success in the annual examination also thoroughly depends on the development of the writing skill of the students. Above all, the writing task assigned by the teachers does not provide any type of practice in the development of the sub-skills of writing English such as descriptive writing, narrative writing, expository or creative writing but is simply copying from the book. The table shows that 74 % of the teachers simply assign the writing activity as a copying from the book at home. It does not provide any help for developing writing power in form of above-mentioned kinds of writing rather merely copying from the book to carry out the assigned task. Only 09 % of the sample group has the opinion that it is not merely copying from the book but needs thinking, collecting, practicing, note taking, drafting and finalizing on the part of students to develop the writing skill. The proportion of the teachers who merely demands copying practice on the part of the students is very high that shows a very dismal picture of the writing process practiced in our schools.

The analyses of the table show that the teachers do not provide controlled, guided and free writing practices to the students studying at secondary level. They do not know and practice the process of reaching at free writing stage by gradually passing the students from control and guided writing stages. 57 % of the sample group responded that free writing activities are not provided by the teachers to the students studying at secondary level. Only 29 % of the sample group has the opinion that it is provided "sometimes" by them but not regularly. Only 14 % of the sample group has responded that it has been provided by them. Essay writing is one of the important components of the course that is taught in our secondary schools. But the time allotted to develop essay-writing skill is not enough according to the views of the sample group. The analyses of the table shows that 60 % of the sample group have the opinion that time provided for teaching essay writing is not enough. Only 30 % of the sample group believe that it is somewhat enough, but not up to the required standard. Only 10 % of the sample group believes that it is enough for developing writing skill in the classroom.

Table 2

The analyses of this table shows the pre-writing activities conducted by the teachers, use of innovative techniques, feedback given after checking the written assignments and knowledge about the kinds of writing of the secondary school teachers.

S.No	Location/ Sex	Item	Yes	Sometimes/ To some Extent	No
21	U.M	Writing activity is given after oral discussion or telling story or showing pictures.(Pre-writing activity)	06	10	09
22	U.F	//	10	10	05
23	R.M	//	05	14	06
24	R.F	//	06	06	13
25	Total	Overall analyses about the conduction of the pre-writing activities for assigning writing task to students by the male and female teachers of U/R areas.	27	40	33
26	U.M	Use of innovative techniques and students routine experiences for teaching writing skill.	06	08	11
27	U.F	//	08	12	05
28	R.M	//	05	10	10
29	R.F	//	06	08	11
30	Total	Overall analyses about the use of innovative techniques by the M/F teachers belonging to U/R areas.	25	38	37
31	U.M	Checking and returning the written assignments with immediate feedback.	08	11	06
32	U.F	//	10	12	03
33	R.M	//	09	10	06
34	R.F	//	12	10	03
35	Total	Overall analyses about the checking and feedback given to students by the male and female teachers of U/R areas.	39	43	18
36	U.M	Knowledge about the kinds of writing skill.	02	05	18
37	U.F	//	02	02	21
38	R.M	//	01	03	21
39	R.F	//	02	01	22
40	Total	Overall analyses of simple knowledge about the kinds of writing of the male and female teachers of U/R areas.	07	11	82

The analyses of this table shows that 33 % of the sample group do not conduct any type of brain storming session or pre-writing activity for assigning writing task to students. They neither tell a story nor use pictures to motivate the students about the writing task. They directly ask their students to write on the topic without providing any type of information about it. In this way the students are asked to perform the activity with out any type of preparation on the part of them. The result is fear, increased difficulty level and reluctancy on the part of the students to perform the required activity. Only 27 % of the sample group has responded that they conduct oral discussion or use pictures or tell a story to motivate the students for the required writing task. 40 % of the sample group responded that the brain storming sessions are conducted not regularly but sometimes in the classroom to assign the students writing activity. They completely forget that writing is not merely a mechanical but a cognitive process also.

The majority of the teachers teaching in public schools are using out dated methods in the classrooms, and the students cannot be motivated by the use of their stereotyped and obsolete teaching techniques. They feel boredom and fatigue in the classroom, and as a result the learning process becomes monotonous, dull and boring. It was responded by the 37 % of the sample group that they did not use innovative techniques for teaching effectively to their students. They were neither taught nor trained to use the modern techniques in the classroom. Only 25 % of the sample group has the opinions that innovative techniques for teaching English are practiced by them in the classroom. 38 % of the sample group has the opinion that they try to use them "sometimes" not regularly in the classroom,

Only practice of writing without immediate feedback is not enough for the development of the writing skill. It has been observed that the majority of the teachers do not check and properly give feedback to the writing task assigned to the students. As a result the mistakes and errors of the students cannot be corrected and becomes the part of their writing style through out their life. It has been noticed that checking of the notebooks is only putting signature without any remarks about the mistakes and errors committed by the students. It has been analyzed from the sample group that 18 % of the teachers do not check the written assignments entirely and 43 % of the sample group checked them occasionally, but not regularly. It is not only difficult but also impossible to improve the writing skill with out the proper feedback on the part of the teachers. The teachers should be trained to check and give feedback to the written task for the improvement of writing skill. Only 39 % of the sample group viewed that they check and give feedback to the written task regularly.

The competency of teachers in teaching writing skill is very poor as is displayed from the analyses of the sample. It shows that 82 % are not able to define the “descriptive and expository writing” with examples. It is not possible for the teachers to teach the writing skill without the conceptual knowledge and enough practice to implement it in the classroom. Only 11 % of the sample group is able to define it not perfectly but have knowledge “to some extent”. It shows the lack of academic and professional knowledge on the part of the teachers to teach writing skill to students in the classroom. Only 07 % of the sample group was able to define it up to the standard.

Table 3

This table shows the analyses about the problems of teaching writing skill and suggestions for the improvements.

S.No	Item	Did not know	Agree	St. agree	Disagree	St. disagree
41	The failure of students to learn writing skill is due to incompetent teachers.	05	30	50	10	05
42	Out dated methods	02	40	45	07	08
43	Cramming habits	05	35	30	20	10
44	Faulty examination system	02	35	50	08	05
45	Less time for writing skill	10	40	30	10	10
46	Suggestions for improving writing skill need competent teachers.	05	30	50	10	05
47	Changes in the examination.	02	35	50	08	05
48	Availability of A.V aids.	12	50	25	05	08
49	Focus on practice instead of cramming.	05	40	35	10	10
50	Free writing practice and immediate feed back from the teacher	02	45	30	10	13

The analyses of this table shows that the majority of the teachers teaching English at secondary level are not competent enough to teach writing to their students. 50 % of the sample group strongly agrees and 30 % only agree to the statement. They are not able to teach writing skill in a manner that is motivating for the students. Only 10 % disagree and 5 % strongly disagree to the statement that the teachers are not competent. It shows that the majority of the teachers working at secondary level are not able to teach their students up to the required standard. The methods of teaching used by the teachers are also outdated. The 40 % of the sample group agree and 45 % strongly agree to the statement. It shows the level of competency and methods used by the teachers for teaching writing are not up to the mark.

Our system of education and specifically of examination does not focus on the comprehension of the subject, but its rote memorization. The students do not learn the writing skill in logical and sequence way rather memorize some letters, essays and summaries to pass the examination. 35 % of the sample group strongly agrees and 30 % agree to the statement about rote memorization. The marks have become the only criteria to measure the performance of the students. In this way the students are declared to be excellent with out having any excellence. It has also been responded by the 35 % and 30 % of the sample group that the examination system is a hurdle in the way of learning writing skill. It totally demands rote memorization and selective study not the comprehension and in-depth knowledge about the topic. In our schools the teacher has only 35 to 40 minutes for each period daily to teach English. Time allotted to teach writing skill is not enough. 40 % and 30 % of the sample group agree and strongly agree to the statement.

The analyses for the improvement of teaching writing skill were proposed the need of competent teacher. He is the linchpin of the education system. The quality of the education depends on the competency of the teachers. The sample shows that 30 % agree and 50 % strongly agree to the statement. The teachers should be academically and professionally able to motivate the students in the learning task, able to exploit the daily life experiences of the students to teach them writing skill, having expertise in student centered and activity based methods of teaching English. For logical and sequential development of writing skill, we need changes in the examination system that focus on the natural language learning process instead of cramming and rote memorization. It has been responded by the 35 % and 45 % of the sample group that the existing examination should be changed to measure the performance of the students. The use of A. V aids plays an important role in teaching language to students. The

majority of the schools are not equipped with A.V aids and the teachers teaching in public schools are not competent enough to prepare the A.V aids from the local material and use them in the class room. It has been responded by the majority (75 %) of the sample group that the availability of teaching aids are not enough without the training of the teachers about the use in the classroom.

The teaching of any language needs a lot of practice on the part of the learner. It has been noticed that enough practice has not been provided to the students for teaching writing skill. It has been responded by the 40 % and 30 % of the sample group in form of simply agree and strongly agree that emphasis of the writing skill should be on the "Practice". And this practice is not merely copying from the book but needs thinking, organizing, editing, revising and finalizing the writing draft. Feedback plays an important role in teaching of writing skill. It has been observed that the teachers do not give corrective feedback to their students. It has been responded by the 45 % and 30 % of the sample group in form of simply agree and strongly agree that feedback must be given to improve the writing skill.

Conclusions

Writing is reflective and mechanical activity that demands thinking, analyzing, clarifying, organizing, note taking, drafting and repeating for finalization. It is process of creating, making something out of nothing, bringing order out of chaos that starts from learning alphabets, combination of alphabets into words, words into sentences and sentences into paragraph. It is a sequence of sentences arranged in particular order and linked together in certain ways to form a coherent whole. It requires a number of things: a high degree of organization in the development of ideas and information, the use of complex grammatical devices for focus and emphasis, a careful choice of vocabulary, grammatical patterns, and sentence structure to create a style which is appropriate to the subject matter and the eventual readers. It is not entirely habit formation but a behavior that is outcome of the psychological, cognitive maturation. It involves total self-ideas, feelings, attitudes, tastes, temperaments, sense of order, sense of rhythm, selecting of patterns or words, styles. It is an individual and unique activity as the human beings are themselves. We do not write in the same way, as we do not talk in the same way.

The majority of the teachers teaching English to secondary classes neither assign writing homework to the students regularly nor check and give feedback properly. It has been noticed that checking of the notebooks is only putting signature without any remarks about the mistakes and errors committed by the

students. It is height of negligence to a skill that lays the foundation stone for higher learning and paves way for future success. Above all, the writing task assigned by the teachers does not provide any type of practice in the development of the kinds of writing English such as descriptive, narrative, expository or creative writing but is simply copying from the book.

Teaching of writing needs gradual and sequential efforts on the part of teacher. It has been found that the teachers' demands free writing practices ignoring the controlled and guided writing activities that are the foundation stones of the former. They do not conduct any type of pre-writing activities such as telling a story, using a pictures or starting with a dialogue for assigning writing task to students. They directly ask their students to write on the topic without providing any type of information to them. In this way the students are asked to perform the activity with out any type of preparation on the part of them. The result is fear, increased difficulty level, embarrassment and reluctance on the part of the students to perform the task.

The majority of those teacher, teaching in public schools is incompetent. They use outdated methods in the classrooms that cannot motivate and involve the students in a meaningful learning activities. They follow teacher-centered and traditional approaches to teach students that do not include daily life experiences and activity-based methods of learning. It shows that the teacher community is ill trained and ill taught at our teacher training institutions. They are not able to teach students effectively without the use of the modern techniques and students-centered-teaching. The teaching methods used by them make the environment of the classroom dull, uninteresting and boring. The students feel boredom and fatigue in the classroom, and as a result the learning process becomes monotonous, dull and boring.

Our system of education does not focus on the comprehension of the subject but on rote memorization. The students do not learn the writing skill but crammed some letters, essays and summaries by following a selective method that has become the trend of the day to pass the examination. It helps the students to obtain good marks in the examination, which is the only criterion to measure the performance of the students. In this way the students are declared to be excellent without having any excellence. It totally demands rote memorization of the students not the comprehension and in-depth knowledge. We need urgent changes in the examination system that focus on the natural language learning process instead of cramming and rote memorization.

The use of A. V aids plays an important role in teaching language to the students. The majority of the schools are not equipped with A.V aids. They are not competent enough to prepare the A.V aids from the local material and use them in the classroom.

Recommendations

Following are the recommendations for the study:

1. Teachers should be trained to implement naturalistic writing process that includes the activities of thinking, analyzing, clarifying, organizing, note taking, drafting and repeating for finalization. The student should be allowed to select topic of his own interests, follow his own structure and the use of vocabulary. It must not be limited to merely a mechanical activity.
2. The role of the teacher should be the facilitator of learning process. He should provide opportunities to the student in such away that the entire work is done by them not by the teacher. They should be allowed to wrestle with words and sentences to bring clarity for the reader or the listener.
3. The teachers should be trained not only to provide writing practice, but also proper feedback for the development of this skill.
4. The teachers should focus and concentrate on the logical and sequential development of writing skill by following controlled, guided, and free writing activities. The controlled and guided writing skill must be practiced for stepping to free writing practices.
5. The teacher should be trained to follow student-centered and activity-based methods for teaching writing in the classroom. He should be taught and trained to make use of students' daily life experiences in teaching writing skill.
6. Examination system should not be based on rote learning but on the comprehension, application and creation of ideas for the solution of problems.
7. The A. V aids and helping material may not only provided in schools, but the teachers are also trained to prepare from the local material and use them in the classroom.

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MEMORANDUM

TO : The Honorable Secretary of State

FROM : The Honorable Assistant Secretary of State

SUBJECT: [Illegible subject matter]

Reference is made to [illegible reference]

It is noted that [illegible information]

The [illegible] of [illegible]

It is recommended that [illegible recommendation]

Very truly yours,

[Illegible signature]

[Illegible title]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

BOOK REVIEW

THE BEAUTIFUL NAMES OF GOD

By

Dr. Mahmudur Rahman

Title: To God Belong the Names Most Beautiful
Author and Illustrator: Neyyar Ehsan Rashid
Pages: 202
Islamic Research Institute
International Islamic University
Islamabad, (Pakistan).

At the very outset of this piece, I intend to recall an event of our Holy Prophet Muhammad (PBUH). This episode narrates that once he was lying under a tree, just to take a rest. His sword was hanging through a branch of the said tree. Suddenly, a non-believer approached. He thought a good chance to take revenge. He quietly grasped the sword and declared:

“Look oh Muhammad (PBUH)!
Your sword is in my possession.
Who will save you now?”

The Holy Prophet (PBUH) vehemently replied without any pause and puzzlement:

“Allah!”

This very word made the man trembling with fear and faint. The sword fell down on the ground from non-believer’s hand. He had become dumfounded. Then, our Holy Prophet (PBUH) picked up his sword and asked:

“Now look! Who will save you?”

The non-believer was all of a tremble and prayed for mercy. There was no way out for him. The reverential and respectful name of Almighty Allah had in a moment changed the scenario. The foe had been transformed into the state of trembling. How great the event was!

Through this saga it comes to light that the names of Almighty God bear much significance. Amidst ninety-nine names of the Creator of this universe – the Master of whole seen and unseen things and being the most Gracious and Compassionate one – each and every name of His is the symbol of qualities most widened and deepened than that of the ocean; and very very high and exalted than that of the hills and skies. All these names appear to be most beautiful. The Holy Quran itself suggests:

“To God belong the names most beautiful.”

Keeping in view this very unique characteristics of Almighty Allah’s names, the artists, the calligraphers and the painters have had been illustrating them in unique style and impressive art. They all have tried to beautify these beautiful names of the Lord with such stroke of pen and edge of brush that the inner meanings of them have come to light through colours, linings and shades. It may be described as unique contributions of all the artists doing such marvellous and magnificent acts.

Among such illustrious artists of the Muslim world, there appears a painter coming to this fold after going through an accident. She herself narrates this event:

“Originally I was merely an artist whose specialty was in portrait painting. A minor accident in the shape of a fall in Jordan, almost twenty years ago, changed the course of my life. This fall resulted in my being confined to bed for a period of six months in great pain and discomfort. While reading some verses of the Qur’an I was inspired to paint the ninety-nine ‘Beautiful Names’ of Allah.”

The inner love the artist possessed for God, and her inclination to transform the Divine names into colourful painting was of such high degree that she started her work while confined to bed due to the said accident and continued this inspiring task over a period of two decades.

Along with painting of significant names, she also used to express her views about each and every name of God. These expressions in verse seem to be unique in the sense that such effort comes for the first time in Islamic history. The painting and the poetry, both have become a masterpiece of Mrs. Neyyar Ehsan Rashid. Each and every decoration of Allah’s names along with their poetical expressions will go a long way in impressing the readers of Faith and Love.

Besides these unique characteristics of the book under review one is much impressed by the way this 202 – page illustrated book has been brought out. The high class binding, glazing paper, attractive printing and overall colourful appearance deserve to be appreciated by all and sundry. The distinguished author, a widow of my old friend Dr. Ehsan Rashid, deserves all praise for her excellent work. I hope, God would reward her for this splendid achievement she has accomplished within a space of twenty years.

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research. It also provides a brief overview of the methodology used in the study.

2. The second part of the report is a detailed description of the methodology used in the study. It discusses the data sources, the data collection methods, and the data analysis methods. It also provides a detailed description of the research design and the sampling method used.

3. The third part of the report is a detailed description of the results of the study. It discusses the findings of the study and the implications of the findings. It also provides a detailed description of the statistical analysis used in the study.

4. The fourth part of the report is a detailed description of the conclusions of the study. It discusses the main findings of the study and the implications of the findings. It also provides a detailed description of the limitations of the study and the directions for future research.