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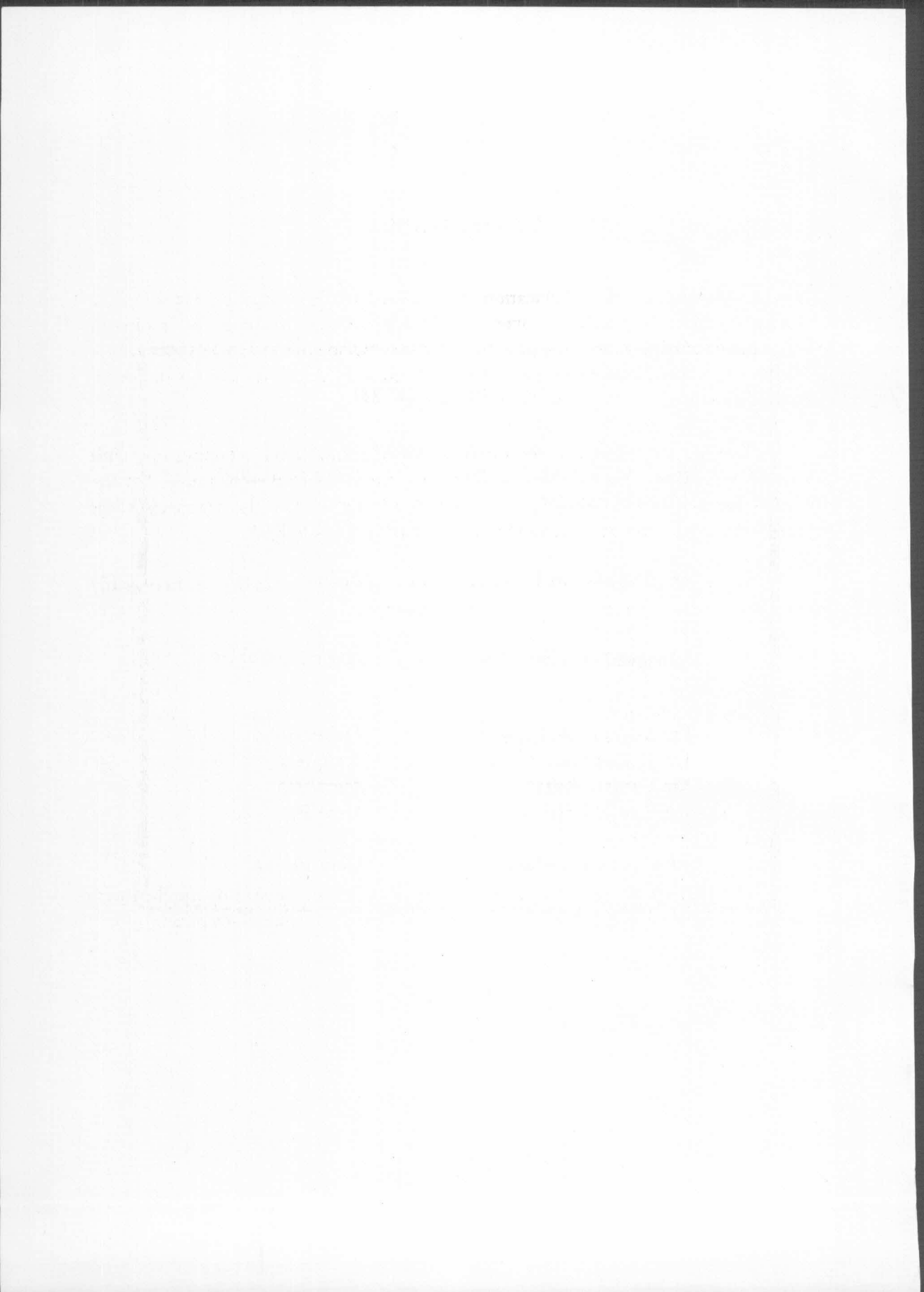
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ANTI-SMOKING CAMPAIGN THROUGH EDUCATION

All over the world, the habit of smoking has been creating havoc and hazard. This menace has become the major source of chronic diseases, notwithstanding the cost incurred on this injurious-joy from the purse of the people, whether poor or profuse, penny wise or pound-foolish. Wherever you may go, you are destined to come across the smoke hovering all around. Despite your intense dislike and fearful frustration, you are made to inhale the poisonous vapor--visible but worrying.

This profitless fashion and harming habit has engulfed the whole world ranging from Rangoon to Russia and Poland to Pakistan. All the public places are packed up with persons puffing away at cigarette and cigar. The playgrounds, parks, restaurants, offices, hotels, libraries, railway stations, bus stands, stadiums, cinemas and educational institutions are the few to be mentioned as a target of terrible habit. Even the journey has also become hazardous due to this health-killer custom. Buses, trains and aeroplanes are the scenario of hovering smoke. Ironically, the *tangas*, taxis and auto-rickshaws have not been spared, either.

This injurious habit and poisonous puffing process, according to WHO is claiming the death of not less than 5 million people every year. So horrible seems the tobacco smoking! Lo, and behold; the human life is so cheap to be rooted out merely for a fashion of no use. As such, the menace deserves to be eradicated at all, since it has turned the cleansed surroundings into a polluted phenomenon and hazardous hell.

How terrible is the fact that in such injurious and poisonous atmosphere, our tiny tots have been inhaling most rapidly the ruining smoke. It is the precious period of their lives, which requires their healthy nourishment in proper way. If they are abundantly allowed to inhale tobacco-hazard, there looks no chance for their sound upbringing and solid structure.

It is good to observe that the nations all over the world have now come to realize the crying havoc of tobacco smoking. A number of countries have passed legislature banning smoking at public places. Even it is heartening to see that our country, Pakistan has credit to be the joiner into the World's Anti-smoking Club. Resultantly, the Prohibition of Smoking and Protection of Non-Smokers' Health Ordinance 200 has come into force.

It is high time that this anti-smoking law should be implemented forthwith so as to effectively discourage and reduce the alarming figure of smokers. Moreover, an intensive and effective campaign should be launched through medium of education.

This scribe is of the opinion that it is foremost important to save the youngsters of the country from poisonous puffing effects and to educate them in schools, colleges and universities about the hazards of smoking. Not only course books should be written with this angle, but also magazines, journals and periodicals should be published on regular basis to eliminate this habit of ruinous nature. It is wisdom to lesson the death figure of 5 million people, not to get it enhanced and enlarged day and night.

Dr. Mahmudur Rahman
Editor

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TEACHERS' PERCEPTION IN DEMOCRATIC EDUCATION: IMPLICATIONS FOR TEACHER TRAINING

By
Dr. Uzma Quraishi

ABSTRACT

This paper examines the way teachers identified and shaped issues concerning democracy in education with a special focus on primary education. The study is based on the contention that regardless of any policy a school may have on democratic education, it is finally down to teachers to implement policies and democratic values, and the way teachers perceive democracy is influenced by teachers' social and political experiences within and outside school. Teachers were asked directly their perceptions of democracy and its implementation in educational practice in Pakistan, with special reference to teacher training. The main techniques employed to gather data were questionnaire and structured interviews. The responses were accumulated under the emergent themes and the final model for teacher training concerning democratic education is being presented.

INTRODUCTION

The study was initiated in view of the current discourses concerning the future role of education in the changing global scenario. The study is based on the stand point that if democracy has to be embedded, reformed and consolidated in many countries of the world, important role of education has to be recognized. The appropriate education of the citizenry is crucial for sustaining a society, both in terms of democratic processes and core values and concepts. This calls for a special kind of education that both overtly and covertly aims to inculcate, alongside general and subject specific knowledge, an understanding of democratic values and processes. This study tends to adapt Diamond's (1997) elaboration of the mission of democratic citizenship education: Firstly, Democratic education must generate understanding of participatory democracy where popular demand the focus that is social pressure that seeks preservation and sustaining of democratic institutions and attainment of more liberal and accountable governance. Secondly, it should build the capacity of citizens to participate actively in the economic and social life. And finally, attainment of more just and equitable society based on concrete set of values and practices (Diamond, 1997).

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Democratic pedagogy, therefore, has an important and significant role to play in this regard. Teachers are the key figures in school situation to instill appreciation of democracy, both in terms of a set of values and process. In many developing countries the focus of school education is, by and large, on the achievement of 3 Rs: Reading, Writing and Arithmetic, instead of having combination of various skills: basic academic skills and social political skills. Although the idea of citizenship education and democratic education has been contemplated in the context of developing countries (Kumar, 1996; Harber and Davies, 1998), its assimilation into wider practice and teacher training has not had due attention by governments or non governmental organizations. Perhaps this is due to the fact that the idea of democracy just as practice has remained an elitist trend rather than true commitment on part of practitioners, especially teachers.

This study narrates teachers' perception of democratic education and pedagogical practice, whilst stating current understanding of democratic pedagogy. Furthermore, the paper illustrates teachers' views on the issues concerning teacher training, with a focus on democratic practice. 44 teachers were interviewed, using structured interviews along with a survey of 203 teachers, both in urban and rural settings.

CONCEPTS OF DEMOCRATIC PEDAGOGY AND CURRICULUM

Democratic pedagogy, comprises of teacher's ability to enhance and sustain an environment that facilitates diverse pupils acquire knowledge, skills and develop attitudes necessary for democratic and functional citizens (Banks and Banks, 1995). Furthermore, the aim of having an open and flexible pedagogy is to provide learners, both teachers and pupils with opportunity to engage in reciprocal inquiry that is not restricted within a rectangular construction called a classroom, but moves within and outside the school.

Thus, the traditional concept of a curriculum is challenged in a democratic learning which stresses the use of textbooks designed by subject 'experts'. Under which, Syllabi are suggested and test oriented educational targets are fixed by senior management, usually with minimal participation of other members of the school. A **democratic curriculum** on the other hand is a curriculum that is transparent in its goals and objectives and is open to contributions from all members of the school, parents and community. It is, therefore, essentially a flexible curriculum where each learner is considered to be an individual with an important contribution to make towards the whole process of learning.

The concept of textbook, therefore, is that of a reference. Flexible learning implies that any book or learning package is mainly there as one source of assistance, therefore, can not be seen as 'Universal Truth' and rote learned. There are other syllabuses and sources in the area that should be duly explored. The emphasis of effective education is on study skills to ensure and accompany critical reading or varied use of knowledge (Harber and Davies, 1997). Democratic pedagogy primarily focuses on empowering the learner to explore and identify areas of interest and increase the applicability to knowledge to their advantage.

I tend to concur with Harber and Davies (1998) when they go on to state that in democratic education:

The effective curriculum, particularly at primary level, is one that teaches skills, not knowledge. Basic literacy is still a prime skill and source of power; perhaps a little numeracy, but not much; after that the better skills to learn are research skills and political skills. Research skills enable children to find out what is happening, and to check fore evidence; political skills or political numeracy enable them to survive and work together in their community. (p138)

The above views are shared by Meighan and Siraj-Blatchford (1997). They further assert that the main purpose of enabling pupils as well as teachers to evolve a democratic working relationship would inevitably carry with it understanding of the notion of democracy and principles underlying it. Moreover, their academic performance would also improve.

The mechanisms of democratic education have been itemized as under:

CO-OPERATIVE LEARNING GROUPS

The movement of co-operative learning is built around the notions of positive interdependence, face to face complementing interaction, individual accountability and personal and collective responsibility. Emphasis is laid on autonomy and co-operation. There are three types of co-operative groups: formal, informal and base groups. Formal groups are more structured and more akin to the description of focus groups (Morgan, 1996), which are well structured in terms of task provision, are short term and stay formed till the given task is completed. Informal groups are less structured, flexible groups in which there is emphasis to learn from each other and evolve projects through negotiation and co-operation. Basically co-operative groups are conceptualized here as long term co-operative groups that have long term shared accountability (Jones & Jones 1998).

Johnson and Johnson (1985) Jones and Jones (1998) have identified both advantages and disadvantages of co-operative learning. Jones & Jones (1998) argue that the advantages of co-operative learning are grounded in psychological perspectives, the students are better motivated and tend to learn more. Jones and Jones (1998) share their views that pupils learn better in the company of their peers. Such groups facilitate non-violent conflict resolution because pupils learn to accept and accommodate opinions other than their own.

Co-operative groups also generate cognitive processing by learning to experience information orally and integrate it in order to draw out a plan. Peer encouragement and involvement in learning enhances the learning experience and increases the understanding of the subject under study. Pupils develop reasoning skills that promote higher order of thinking through exchange of ideas and viewpoints and help develop collaborative skills. Jones and Jones (1998) argue that pupils learn to appreciate shared academic work more because of the emphasis on understanding during small-group instruction.

The disadvantages of co-operative groups, if not properly administered, are that they can be a source of negative peer pressure. Some pupils in heterogeneous groups may develop a psychological complex if they cannot keep up with rest of the group. Pupils who are less assertive could be intellectually and physically bullied Jones & Jones (1998).

In view of the above advantages and disadvantages, it can be contended here that appropriate teacher training would ensure that the advantages of co-operative groups for effective learning are enhanced. The traditional didactic methods of teaching perhaps have more disadvantages than any co-operative learning group would have. In terms of democratic education it may be further argued that if co-operative learning is based on democratic values and principles, then the only disadvantage identified could be reduced.

Recent studies have shown that democratic cooperative learning group also improve students' academic achievement (Meighan and Siraj-Blatchford, 1997). Meighan and Siraj-Blatchford report the accounts of Sonia Bonner who narrates her experiences of this:

At first many of us were unsure about taking on so much responsibility for our education...It took great deal of deliberation before the contract was signed by everyone, as we all thought it too important to rush...Furthermore, the fact that we were taking

responsibility as a group was of paramount importance. This gave us a collective concern for our learning and a strong group bonding. We agreed to evaluate our progress at the end of every term, so we were all able to express our thoughts and air any problems. We also understood throughout the contract that our teachers were to be used as resource for the group and were requested to stand in if any one was off ill. With this in the contract everyone felt as if they had some support and were not totally alone. (Sonia Bonner in Meighan and Siraj-Blatchford, 1997, p. 225)

The above accounts further substantiate the assumption made earlier in the discussion that if co-operatives are formed or based on democratic principles then their academic value is enhanced (often argued by the sceptics). Later, while continuing with her narration Sonia tells how she and her group members took charge of their learning, overcame conflicts and negotiated and regulated their contract on group rules and workings. Her accounts show that by forming co-operative learning groups students gained familiarity with reasoning strategies through exchange of ideas. They get acquainted with constructive controversy when they are faced with any group activity. Violating group rules when negotiated with reason and shared accountability among group members facilitates commitment to set the goals. Most importantly, members develop friendship and mutual respect for each other, essential prerequisites for healthy and democratic interactions.

OPEN CLASSROOMS

This research also subscribes to the holistic view of education (Martin, 1997), where the learning experience is wide, broad and flexible. A democratic teacher therefore would act in the wider interest of the learning group he/she is working with.

By being flexible and sensitive to the demands and the needs of the group, he/she would be open to a free exchange of ideas and dialogue, which means that his/her ways of teaching and teaching material are open to criticism in order to facilitate the process of learning. This means teachers are as much a part of this lifelong learning process as are other members of the learning group (Meighan, 1995); in this type of education teachers and learner are heterogeneous, teachers are as much learners as pupils. The definition of *teachers* is also open; parents, community members and pupils all can take on the role of a teacher because teaching is not synonymous with instruction only.

INCLUSIVE DECISION MAKING

An important mechanism to facilitate democratic interaction with regard to learning about conflict resolution and the generation of critical thinking about a range of issues is inclusive decision making. This necessitates a reciprocal relationship between teacher and pupil. It has been argued (White, 1996) that by involving young pupils in academic decision making important critical and problem-solving skills are enhanced. These are important skills to have both in terms of improving students' academic achievement as well as making them viable citizens. At primary level, a prominent form for such decision-making is circle times, during which pupils are involved in discussion and open dialogue with regard to issues that are considered useful and necessary by all those in the class. These could be defined as mini classroom pupil councils where pupils and teachers review and update day-to-day decision-making concerning curriculum and pedagogy. Moreover, this mechanism also facilitates learners to reflect on their learning in terms of having varied perspectives on the topic/subject under study. They (learners) are also encouraged and enabled to increase relevance of education.

HUMOUR AND SELF-FULFILLMENT

Another important aspect which has to be discussed here is that pupils especially at primary level should be given opportunity to have the feeling of self-fulfillment as individuals and as a part of a community. This refers to both their collective and individual existence. The emphasis should be on the elements of enjoyment, self-image, self-efficacy and dignity essential to maintain positive development of children Pollard (1985). This means a necessary obligation for the institution to make learning process not only flexible but also enjoyable in order to make it more enriching. (See, Purdy, 1997)

THE CURRENT STUDY

This was a qualitative study employing a range of tools to collect relevant data. The dominant tools employed by the study were structured interviews and questionnaires. The questionnaire designed was of qualitative category having open ended questions allowing the respondents to give detailed answer on the given topic. (Cohen, Manion, Morison, 2001)

The main objective of this study is to highlight the importance of democratic education in schools and the responsibility it carries with regard to facilitating a more politically informed citizenry, to create a more humane and civilised society. Civilised society here translates as a society, which appreciates the worth of human rights and

social justice in all aspects of social, economic and political life). Secondly, the study attempts to understand and promote teachers (practitioners) it, therefore, focuses on teachers' perception of democratic practice and teachers training in this regards. And finally, a teacher training model has been developed that incorporates teaching/learning of academic, social and political skills.

SAMPLE

The sample for this research was 203 teachers (original sample 300) in a total of seven schools from diverse settings. In addition to these, 44 teachers were also interviewed to further explore the teacher training possibilities, with reference to democratic education.

The following table shows the response rates. The overall response rate was 63%.

Table 1.
Response rate for Questionnaire for Teachers

Selected Schools	No of questionnaires given and No returned			
	No of staff	Qs Given	No Returned	R %age
School A , Lahore	60- P-40 S-20	60	7	5%
School B, Lahore	30 P-12 S-18	30	22	73%
School C, Sargodha	25 P-15 S-10	25	23	9%
School D, Sargodha	60 P=28 S=32	60	42	70%
School E, Lahore	25 P=25	25	20	80%
School F, Sargodha	73 P=30 S=43	73	58	79%
School G, Lahore	50 P=23 S= 27	50	31	62%
TOTAL	323	323	203	63%

P-Primary S -Secondary

METHOD

The *questionnaire* and structured interviews were the main tools used to gather data concerning broad perspective on the subject, in order to obtain substantive evidence that there was a widespread problem and need to educate

teachers on democratic issues in schools. The questionnaire provided important firsthand information regarding democratic education in schools, which has not been collected in Pakistan before.

This added generalisability to the research findings and recommendations. It is important to clarify here that the *interview technique* was used as a supplement to questionnaire, taking into consideration the limitations of this method. For example, the low percentage of returns, ambiguity of meaning for different respondents, unwillingness of respondents for varied reasons, e.g. surroundings, age, mood, work, lack of the possibility of dialogue etc. (Bell, 2000; Cohen, Manion and Morrison, 2001). Furthermore, informal and unstructured observations were also made inside and outside classroom, in order to gather supporting and verifying data. This helped to understand the data collected through questionnaires and interviews in a better and factual way.

RESULTS

The responses of the questionnaires given to the teachers under the emergent themes which were then compared with the responses of the interviews to determine the final themes. The results have been illustrated under the following subheadings:

DEMOCRATIC PEDAGOGY: TEACHERS PERCEPTION

The teachers, by and large, had similar perceptions of democracy as discussed earlier. However, there appeared to be a wide gap on part of teachers' understanding of concrete mechanisms to practice/teach democracy. On the other hand, the teachers although believed in allowing freedom to the learner and involving them in the decision making process, but considered themselves restricted and alienated by the education system prevailing in the country. For example the views expressed by one of the teachers on democratic education were representative of 32 out of 44 teachers interviewed for this study:

“Democratic education enables a student a free access to institution/ subjects without external inhibition or coercion. Democratic learning is the process through which a student approaches his/her subject with the guidance and supervision of teachers”.

The teachers believed in “allowing” freedom to pupils and tried to boost their spirits by complimenting and praising their work. 7 out of 13 teachers said that they liked to use materials outside the formal curriculum to widen pupil's perspective

on different issues.

For example a geography teacher said:

“The textbooks suggested by the school administration do not provide adequate information on many subjects. We also do not have any contact with the Ministry or curriculum development institute of Provincial Education Department. The curriculum comes to us in the form of prescribed syllabuses and inadequate textbooks, which leaves us (teachers) with very little choice. As I can not wait for the Ministry to change its ways and include us in decisions regarding curriculum. I try to bring relevant materials from other books and from newspapers in order to enable my pupils understand geographical and political issues. I give pupils time and space to develop their own understanding of democracy independent of what have they been taught in the class”. (Teacher, Female, Secondary Level, research interview)

It appears from the above views of the teacher that she encourages independent inquiry by pupils, and pupils are not indoctrinated by the information provided in the textbooks. They seem to have access to important information outside formal curriculum. Other teachers also mentioned that they encouraged pupil participation in the classrooms by having discussions. For example a mathematics teacher said:

“I try to maintain open and flexible approach to teaching as I think pupils can not grasp the mathematical concepts if they were pushed or restrained to learn through instruction only. They should have the freedom to explore different mathematical methods and concepts on their own. I have been teaching for ten years and my results have always been cent percent. I think believing in pupils’ ability to learn and understand information in their own time and capacity is the key to good teaching. I shall be honest with you I don’t know what democratic education is. I have never thought about it, since you have asked me I believe it is having a trust and respecting pupils as intelligent and responsible individuals who are capable of learning independently”. (Teacher, Male).

The views expressed by the teacher were confirmed by the observations in the classroom, as I had the chance to observe one of his lessons. His method of teaching was flexible as he claimed and his pupils also praised him. Although his

lesson has been described as “democratic classroom” later in this paper, this research sees such teaching methods as an example of good teaching but not necessarily examples of democratic teaching; because democratic classrooms also consisted of good teaching. That is teachers’ competence to involve pupils in the lesson and having academic competence to help pupils with their learning along with the teacher’s ability and competence to involve pupils in the decision-making processes in the classroom management. The majority of teachers interviewed believe in active participation of pupils in the learning processes. For example, 38 out of 44 teachers said, pupils should have the freedom to participate and explore information independently. Their responses were paralleled by the views expressed in the questionnaires for teachers on democratic education.

Following is the summary of teachers’ responses to an open-ended question (Q 41) *“What are the five measures they (teachers) take to ensure democratic understanding of pupils, and also how often had they been able to practice those measures in their classrooms”* They were also provided with an open-ended question to state any problems they face in implementing these measures in their classrooms.

Their responses have been arranged or presented in Table 2. It is clear from the table that the teachers have broad understanding of democratic education in classroom. However, when teachers were asked to state what measures they take in their classrooms. They instead answered in terms of what should be done. The Teachers had mentioned, especially the problems they faced in implementing whatever democratic measures they considered to take in order to ensure democracy in their classrooms.

Tables 2, 3, 4 indicate Teachers’ perceptions, perceived problems and possible solutions with regard to democratic education emergent themes, measures or teaching methods used in the classrooms problems faced by teachers.

Table-2:
Teachers describing specific Characteristic of democratic education

	Primary	Secondary	Total
• Equality and Fairness – social justice	86	70	156
• Participation Equal opportunity	101	82	183
• Moral values:	105	42	147
• Political awareness	87	67	154
• Collaboration	82	11	93
• Self respect	106	83	189

(N=203)

EQUALITY AND FAIRNESS - SOCIAL JUSTICE

A substantial majority of the teachers understood and believed in the aspects of justice and equality. 153 teachers wrote, they believed in Gender equity and equality, that is no discrimination on the bases of class and/or gender; 156 teachers stated lower ability and academically gifted pupils are treated equally; 15 teachers stated they give pupils a chance to explore the subject on their own in their own time (all these teachers were primary level teachers). Tests and examination are given according to the academic ability of the pupils. 86 teachers stated both male and female pupils in their classrooms have access to the information and instructions provided in the classrooms. Various points as highlighted by different teachers are spelled out in the ensuing paragraphs.

PARTICIPATION EQUAL OPPORTUNITY (183 TEACHERS)

94 teachers wrote that pupils were encouraged to ask questions and contribute in the lesson through activity-based teaching methods; 41 teachers wrote pupils were involved in the classroom management by giving them different responsibilities. All pupils had equal opportunity to make use of resources available to them. Time limit, 45 minutes lesson period with large number of pupils was not enough. (192 teachers).

MORAL VALUES

147 teachers wrote they gave and disseminated information on religious beliefs and human rights. Teachers stated parents did not cooperate and lent no help to develop moral values in pupils. Sectarian differences were fed by parents.

POLITICAL AWARENESS

Teachers stated they provided pupils with information on national and international political issues to help them and to prepare them for national debating competitions. 154 teachers encouraged pupils' understanding of political processes by choosing class monitors through vote. 15 teachers kept their pupils updated on national and global political issues by having discussions in the classrooms.

COLLABORATION

93 teachers thought that more opportunities could have been provided to teachers to learn from each other's experiences. 21 teachers expressed the pupils

should have been involved in the curriculum development and also curriculum selection.

SELF RESPECT

Teachers could facilitate the development of self respect in pupils by appreciating those who had done well in their class-work and giving more attention to lower ability pupils.

PERCEIVED PROBLEMS CONCERNING IMPLEMENTATION OF DEMOCRATIC EDUCATION IN SCHOOLS

In the questionnaire teachers were also provided with a question, asking them to state three main problems they face in practicing these measures. Most of the teachers wrote that the main problem they face in practicing these measures is the large number of pupils, one teacher wrote: *“The classes are large and sometimes it is difficult to handle. The mental level of students varies to a great extent and individualized attention is difficult to maintain. The pressure of syllabus-oriented teaching and rigid examinations does not help promote a relaxed learning – atmosphere”*. (Secondary teacher, questionnaire for teachers)

Table-3:

Perceived problems in the implementation of democratic education at school level

	Primary	Secondary	Total
• Cultural constraints:	110	77	187
• Parents interfere with pupils' choice of areas of study and choice of subjects	81	51	132
• Authoritarian backlash	69	58	127
• Lack of opportunities for professional development	22	53	75
• Lack of resources	19	18	37

(N=203)

Other teachers also wrote similar views. The main problem the teachers face is the large number of pupils, and pressure of examination. For example, in the questionnaires for teachers, in response to Q(44) which asked them, what problems they face in implementing or practicing the main measures they take to promote democracy in their classrooms. 68% of 203 respondents stated that the large numbers of pupils in class hindered the process of learning any skills at all, whether those were social skills or academic skills. In interviews also teachers brought up the

issue of large numbers in the classrooms. A primary teacher in school A said:

“The number of students is so high in my classroom. It is so difficult to control them (pupils). I want to try new methods of teaching, which I have learned during my training. But students become so noisy when you give them too much freedom. I want to change seating arrangement in the class but again there is a problem of explaining to the headmistress and a long list of approvals and disapprovals. I just go in the class and get on with the lesson. I do sometimes allow my students to experience more interesting things other than just boring routines. But this can not be done again because of large number of students, 35 is a huge number you know especially when they are 9-10 years of age”. (Female teacher, school A, Research interviews)

Since teachers do not have the say or the means to voice their views strongly in order to affect such policies, they remain indifferent. The main solution to bring about any positive change with respect to democratic education is to work at the grass-root level. That is to provide teachers with the information which would help them understand the phenomena better. Teachers raised the issue in their interviews as well. One of the teachers from School D said:

“We are not deliberately out to damage pupils’ personalities. We have a serious problem. The numbers are so large, it is almost impossible to give individual attention to each pupil”. (Teacher Male, School D)

The issue of large classes and lack of resources has been raised and highlighted by the practitioners/teacher through out Pakistan (Farooq, 1992).

CULTURAL CONSTRAINTS

Culture is another important factor that plays an important role in the way democracy is perceived (Davies, 1999). Pakistan is country of unique cultural where traditional beliefs coexist with more progressive and modern belief systems and practices. This one hand can be a useful and supportive element necessary to sustain peaceful human values and ethics. While on the other hand can be problematic if goes beyond reasonable boundaries. For example, parent teacher collaboration is an important practice and should be wide spread, especially in public sector, despite this it is not a regularized practice in the public sector. It is by and large practiced in the private sector, which caters for educated class and therefore does not face problems as public sector would have. The teachers therefore, stressed the need to have

properly defined parameters of parent teacher collaboration, which should be supported with clearly defined rights and responsibilities in the legislature for education. As a vast majority of the teachers pointed out that parents do not allow girls to participate in games and activities they think are not appropriate. Similarly mixed schools are not appreciated and/or often female child education is not valued, with the result either young girls are not regular or drop out.

PARENTS INTERFERE WITH PUPILS' CHOICE OF AREAS OF STUDY AND CHOICE OF SUBJECTS

132 teachers thought that pupils were under pressure from their parents to go in the fields they (pupils) did not have aptitude for. In their view there should be more staff and more space should be provided to schools in order to reduce the number of pupils and facilitate their education. 72 teachers expressed that there should be teacher parent association which could discuss important issues regarding pupils. 35 teachers thought that mass media should work in collaboration with teachers and education department.

AUTHORITARIAN BACKLASH

127 teachers stated that parents and school administration did not encourage political debates in schools. 81 teachers found it difficult to convince parents that political issues discussed outside formal curriculum were beneficial to the pupils rules and regulations are evolved and updated in consultation with the pupils/teachers/parents and community in order to encourage agreed rules and regulations In view of this description of democratic classroom, there are two classrooms which can be broadly classified as democratic class ethical and real life situations.

LACK OF OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

53 teachers stated: Formal curriculum was not being updated regularly and did not include issues which could be useful to encourage critical thinking of pupils; 75 teachers, thought that teacher guidelines were not available and there were very little opportunities available to them for professional development.

LACK OF RESOURCES

18 teachers blamed crowded classrooms for lack of resources to help lower ability pupils through different methods and educational aides. 37 teachers complained of lack of cooperation from the Department of education.

DIFFERENT AGE GROUPS

Although all the teachers interviewed had given views which showed that they understood broadly, the concept of democratic education, yet only three could be classified as broadly 'democratic': Also experiences and views of the pupils from the elected schools contradicted the universal claim from the teachers that they had or at least tried to maintain democratic teaching methods. It may be added here that the situation corroborated (Wringe (1984) who had stated that none of the classroom sessions/lessons could be really classified as democratic. The lessons could be classified as reflection of compromised democracy but not democracy at all. One of the teachers responded:

Broad sweeping generalization could not be made in case of Pakistan. We (teachers) do not wish to make passive and undemocratic citizens. You should also consider the fact that probably we are not aware of the better ways of teaching". (Teacher, female)

The main issue highlighted by these views of the teacher is the lack of proper teacher training. Some teachers mentioned this aspect more directly, for example a teacher from School C said:

"I agree that schools generally do not discuss important issues especially human rights and pupils are not actively involved in the decision-making processes. The main reason for this is the lack of proper training of school administrators and teachers, which is due to the lack of concern of different governments. I do not see a resolution of such problems in the foreseeable future". (Teacher, female, School C)

Other teachers also gave similar views. It was interesting to note that 18 teachers agreed with the hierarchical and bureaucratic authoritarianism of school administrators and educational system in general. They also added, teachers need to be empowered by providing them better skills and discussing these issues, more openly and at the large scale. 12 female teachers agreed that there is some level of hidden gender discrimination, especially in terms of females obtaining powerful decision-making positions. The male teachers, however, did not agree they were of the view that female teacher themselves show less interest in getting such positions. One teacher from Elite-boys said:

"Whenever the headmaster's position is advertised in the

newspapers, it does not state male or female candidates required so, why not women apply for the job. Women should apply to validate the point that they are not encouraged or discriminated against to get administrative positions in all male school". (Teacher, Male, School A).

Teachers stressed that the formal curriculum of all disciplines need to be updated with regard to the human rights and other important social and economic issues. They were also unanimous in the view that there was crucial need to work on it; on the other hand some said that hierarchies and bureaucracies were having direct effect on pupils despite reported pupil complaining concerning the coercive powers of the teachers.

TEACHERS PERSPECTIVES ON TEACHER TRAINING

As discussed earlier this research had a special focus on teacher training, especially in terms of how practitioners perceive proper teacher training. Throughout the analysis one important theme that kept on coming on the surface was the need for appropriate teacher training. The areas of importance have been discussed under the following sub headings:

PEDAGOGICAL GUIDELINES

Teachers stressed the need to have access to the use important instructions and guidelines provide by the teacher training institutions.

Table 4:
Areas of Focus for Teacher Training as Identified by the Teachers

	Primary	Secondary	Total
• Pedagogical guidelines	110	83	193
• Awareness program	94	15	109
• Inclusive decision making	113	74	187
• Incentives Schemes	91	53	114
• Professional crystallization	49	61	110

(N=203)

AWARENESS PROGRAMME

Teachers stressed that women's rights should be introduced in the formal curriculum (109; 98 female and 11 male). Moreover, understanding of democratic

practice across the globe must be made accessible for teachers so that they improve and build upon their own personal organizational perspectives of democratic practice.

PROFESSIONAL CRYSTALLIZATION

Teachers stressed, there should be some kind of consultation resources for them to up-date their knowledge on moral and ethical issues. Professional networking facilitated by the governmental agencies was thought to be necessary in order to have long term impact on educational practice in Pakistan.

INCLUSIVE DECISION-MAKING

Another important factor, causing a gap in the effective implementation of many educational innovations, was exclusion of teachers from macro decision-making. A majority of teachers (see Table: 3) pointed out the fact that there is a need to improve decision-making processes. Inclusive decision-making they were of the view, would help not only quality education but also would sustain education system in a more positive way.

INCENTIVE SCHEMES

Teacher by and large felt that they had a lower status among other professionals though their contribution has a greater impact on the overall development of the society. Teacher highlighted the importance of having incentive scheme not necessarily as well school administration's efforts to motivate and encourage teachers to take up research and training opportunities, mainly through formal /official appreciation of personal efforts made by teachers to improve their knowledge and practice.

DISCUSSION

The results of the study show that the respondents had a broad understanding of democratic pedagogy. A variety of pedagogical issues were selected by the respondent teachers. They drew these issues directly from their teaching – learning contexts, whilst identifying crucial areas of improvement and teacher training. The idea of democratic education appealed the teachers. They concurred with the ideology and stressed the importance of appropriate pre-service and in-service teacher training opportunities. In the light of the findings of this study the definition of democratic practice and pedagogy has been revisited as under:

Democratic pedagogy has all the three main components of democracy as discussed, namely social, political and academic democracy; where social translates within a classroom as the right of equality and equity. That is, all pupils have equal rights regardless of their gender, class background) or learning ability. This study subscribes to the view of flexible or corporate learning (Meighan and Siraj-Blatchford, 1998), where pupil-teacher interactions were based on mutual respect, caring and sharing of ideas and resources. Where power is shared between teacher/pupils and between pupils among themselves to achieve transparently laid down educational goals. This also includes agreed assessment standard and academic targets of the age group concerned. When stating agreed and transparent goals, this study means pupil/ teacher/ administration/parent involvement in the decisions regarding educational goals.

Within a classroom it modifies into day-to-day improvement and up-dating of the information, resources, rules – goals by teachers and pupils according to the emerging requirements of the learning processes and individual and collective needs of the individuals involved. It may be added here that democracy is also a process of power sharing based on free exchange of ideas through continuous dialogue and discussion. In a classroom it translates as teacher pupil autonomy that is pupils are trusted and enjoy freedom of expression, opinion and self exploration. Where teachers have the autonomy within a classroom to share, facilitate and explore the subject with pupils according to their individual and collective requirements of learners. Equally important aspect of democratic education is democratic ways of maintaining discipline in classroom. In a democratic pedagogy discipline is maintained through non-violent and non aggressive methods. That is, rules and regulations are evolved and updated in consultation with the pupils/teachers/parents and community in order to encourage a peaceful resolution of conflicts. Democratic pedagogy means equal opportunity and access to whatever resources are available to all members of the classroom.

This means open and transparent policy with regard to the distribution and sharing of the available resources. It is important here to mention that democratic pedagogy is not confined within the four boundaries of a room in a school. Any place which a learner group parent/teacher/pupil perceive to be appropriate to pursue their learning is a classroom and therefore a teacher has a wider role to play. This understanding of a classroom and learning calls for special kind of teacher training a teacher must be empowered appropriately to take advantage of all alternatives to conventional classroom. They need subject specific skills and general knowledge which can help them broaden the learning horizon of their learners. In addition to this, a teacher especially at primary level needs to possess a character and disposition that is facilitating and encouraging.

Therefore, holistic view of education (Martin, 1997) should be instilled in teachers where specific and complementary skills and knowledge merge to give a comprehensive experience to the learner. According to the holistic view of education the learning experience is much wider, broad and flexible. A democratic teacher would, therefore, act in the wider interest of the learning group; she/he is working with. By being flexible and sensitive to the demands and the needs of the group, s/he would be open to free exchange of ideas and dialogue which means that his/her ways of teaching and teaching material is open to criticism in order to facilitate the process of learning. This means teachers are as much a part of this life long learning process as are other members of the learning group (Meighan, 1995).

That is the concept of flexi-learning as advanced by Holt and Meighan (1984), Meighan and Siraj-Blatchford (1998), advocate this aspect as crucial to democratic learning. Thus teacher training must impart social, political, academic, intellectual, and technical and discipline/subject specific skills in order to have well rounded professional teachers. The following is the model of teacher training incorporating all aspect indicated by the teachers involved in the study:

SIX-YEAR-TEACHER-TRAINING-MODEL

This study in view of the research findings proposes a six-year Teacher Training Model (See Figure: 1), making teaching a professional qualification based on appropriate training and development. This has been proposed as such as it has been an observation that teaching has become a mere occupation for those individuals who for various reasons are unable to take up any other occupation/profession. This has an adverse impact on educational practice.

FOUNDATION YEARS

The first two years of the teacher training have been identified as foundation years in which teachers would have basic and general education about the teaching profession. During these years the teachers should get training in the key skills (see Table: 4) and orientation with the democratic values and concepts in educational practice. Moreover, the aspects of good practice as discussed earlier in the introduction should be introduced to the trainees before moving into the second phase: year three

YEAR THREE: 3RD YEAR

During this period teachers should be introduced to concepts and practices

concerning flexi learning, human rights education and conflict resolution, peace education (important content of democratic education), alongside basic technical training in educational technology.

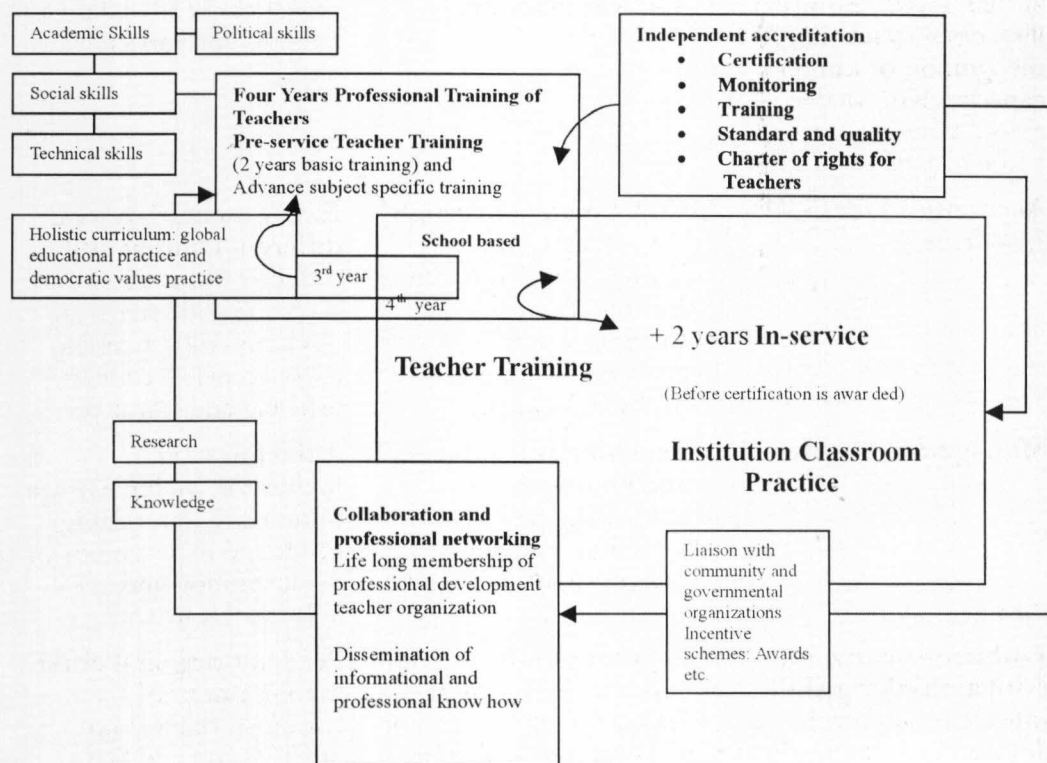


Figure 1: Suggested Six Year Teacher Training Model.

4TH YEAR: SUBJECT SPECIFIC TRAINING: SCHOOL PRACTICE

Teacher training in Pakistan at the current stage needs to be developed on the long-term basis, 4th year, therefore, is the preparation for entering into the practice. This stage mainly is a bridge between Pre-service and in-service training, where teachers are trained in the subject which they are going to teach alongside key professional areas such as building professional networks and collaboration within and outside institution/classroom to achieve desired pedagogical outcomes (see Table 5).

Table-5:

Pre-Service and In-Service Teacher Training and Pedagogical Outcomes

Pre-service Teacher Training	In-service Teacher Training	Pedagogical outcomes
<p>Social and political skills: Social responsibility, open to learning, recognition of learner's capacity. Knowledge about democratic values and citizenship education.</p>	<p>Professional networks and Associations</p>	<p>Increase in understanding of learners' and colleagues cultures and capacities.</p>
<p>Academic skills: Subject specific skills</p>	<p>Collaborative research opportunities and Knowledge. Scholarships and awards for appreciation of professionalism and further education.</p>	<p>Experimentation with different content and reflective practice (re-assessing and improving teaching skills). Gaining more knowledge about teaching and learning</p>
<p>Management skills</p>	<p>Teaching procedures and strategies Knowledge and workshop training in classroom management.</p>	<p>Adjustment as facilitator, multiple usage of time accommodating needs and expectations of the institution and individual learners</p>
<p>Problem solving and critical thinking skills: Integrated approaches of developing curricula for different subjects and knowledge of alternative teaching methods.</p>	<p>Support groups within and between schools for curriculum innovation and evaluation. Teacher accreditation through independent teacher organizations.</p>	<p>Peer tutoring and child management of learning: curriculum modification and Self evaluation</p>
<p>Communication skills: Understanding and knowledge of differences in institutional, teacher and student goals and expectations.</p>	<p>Knowledge about learners' behavior beliefs, Psychological and physical needs and expectations of learners.</p>	<p>Multiple teaching strategies, learner involvement in the decision-making. Engaging learners in selection of alternative materials and approaches to learning.</p>
<p>IT Skills : Computer literacy and knowledge about latest technology in education</p>	<p>Refreshers' training in technology and computers in education</p>	<p>Effective use of Educational and Information Technology to enhance learning and student achievement.</p>

6TH AND 5TH YEAR: IN-SERVICE TRAINING

These years are the monitored stages, where young trained teachers are evaluated at interval of every six months, at the end of which they would get accreditation certificate to teach as qualified teachers. The certification should be given by an independent teacher organization working with the Ministry of education in order to ensure objectivity and harmony between governmental and institutional educational goals.

CONCLUSIONS

The model presented in this paper represents teachers' desires to improve and be recognized as professional who are provided opportunities to develop and excel in their profession. The results of the study reveal that by and large teachers are aware of the importance of democracy and democratic pedagogy. However, in terms of practical steps involved in establishing democracy and good practice they lack information and necessary training, hence it is important that governmental and non-governmental organizations help teacher professional establish links and networks for their personal and professional advancement. This research concludes that in order to have quality education the principles involved in democratic pedagogy need to be highlighted and understood in terms of their educational value and thus should be implemented through inclusive and overt policy of democratization of educational practice in Pakistan.

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ISSUES AND PROBLEMS PERTAINING TO DISTANCE EDUCATION IN PAKISTAN

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ABSTRACT

Distance education is of supreme importance for Pakistan where the literacy percentage according to Population and Housing Census 1998 is 45%. So as to cope with this challenge, distance education can play an important role. Distance education is rewarding for people as well as for the country in more than one way. There is now considerable evidence that distance education can, in certain situation, be cheaper or more cost effective than traditional model of education. One of the major advantages of distance education is economy. Another advantage of distance education is that it allows the use of various media in combination. Distance education is advantageous to the learners. In fact, it offers an opportunity to learn while doing any job. Distance education also offers learners convenience; it saves them the cost and time of travel to classes that sometimes can be tiresome. Another important factor in the development of distance education is that it can be effective as conventional education in terms of learning gains measured by the learner's academic performance. Distance Education in developed and developing countries falls numerous changes in terms of issues and problems. It is beach of its nature as complimentary, supplementary and independent role. The equivalence, social recognition, media, information, material, mailing, trained faculty etc. are problems and issues pertaining to distance education. This paper, therefore discuss major problems and issues in distance education.

The term distance education is used to describe various forms of study at all levels. It is a mode to learning & teaching in which majority of instruction occurs while educator and learner are at a distance from one another.

ISSUES AND PROBLEMS

The word issue in general terms means a matter in dispute between two parties. There occurs controversy in the opinion of the people. In the last few years, distance education has become a major topic in the sphere of education. In this regard Simonson, M. et al (2000, p.5) highlights that "In 1998 there were over 50 conferences dealing with some aspects of distance education, and almost every professional organization's publications and conferences have shown an increase in

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the number of distance education – related articles and papers.” The contemporary period is often characterized as one of the unpredictable change. Globalization, brought on by supersonic air travel, satellite television, computers, communications and social changes has inspired new ways of looking at distance education. Edwards (1995) uses the term open learning to describe a new way of looking at education in a quickly changing and diverse world. Hence the concept got evolution one or other way. In turn, different issues and problems erupted.

i) Access of Rural People

Village is considered to be a community made up by smaller units termed as family, very far off from urban areas and full of greenery where the absence of facilities is greatest. Village people are hard working for whom institutions are held, but they are deprived of education. Literacy facilities can prove helpful to resolve their problems. As distance education is defined as a method of assessing the needs and interest of adults and out of schools youth in developing countries is a member of community with them, motivating them to participate, helping them to acquire their productivity and improve their living standards. The prevailing note among the village people is their poverty not only of resources but also of enterprise and intelligence.

There is indeed much truth in comparison what they have to undertaken a dullest kind of labor on the poorest diets and for meanest of the reward that is why people in rural areas are poor and indebted they have either been unable to pay the cost of education or seen any material advantage in it and are deprived of modern and necessary education facilities. In fact, material poverty is due to educational poverty; for example lack of functional knowledge, lack of relevant skills need to adapt attitudes and values, which can support the process of modernization.

Goel, A. (2000, p.57) says “Distance education can be a particular boon for women, especially since parents are unwilling to send them beyond their immediate local for education after the completion of primary or middle school...”

Rural women are an important component in the complex subject of rural development and there is a growing realization that participation of women who constitute of half of population, is essential for any planned and rapid progress of the nation. As regards women education in rural areas, of course, there is a positive objection to their education, except among parents who

are enlightened. That is why proportion of village women is un-educated and they cannot participate effectively in the rural development.

In the context of Pakistan, especially in rural areas, it can be safely hypothesized that the situation is aggravated by the unprecedented population increase in these areas. Because of their illiteracy, by and large people in the rural areas generally do not have the capacity to understand and analyze the problems emanating from population increase. These problems may pertain, inter-alia to food, agriculture, health, education, housing resources, etc. their ignorance about population related issues and concepts like family size and standard of living, disease control, water resource management, etc. it is continuously having an adverse effect on their overall pace of development.

Another prevailing note in village is illiteracy of people for they are unaware with their fundamental needs and rights. Owing to poverty and illiteracy unemployment has become a problem in rural areas.

There is a dire need to develop such programmes for rural development which involve activities in agriculture, health and nutrition, family planning, community development literacy, public works and related fields designed to improve production and living standards of rural poor. In order to make distance education, programmes successful and effective especially for rural people, there is a need to be sure that various problems involved in the use of distance education are resolved. Distance education courses have to develop a high degree of competitiveness efficiency and resilience in order to meet these challenges. One has to recognize that it is the national policy of education to have alternative strategies for the acquisition of knowledge. As one of these alternatives, distance education must learn to stand on its own legs without any external help.

ii) *Social Change*

Education is a key factor in economic development and social change. It determines the level of prosperity welfare and security of the people. Distance education being a part of the development system must make something of a system out of existing distance education programmes without losing the established virtues of flexibility and relevance to the needs of the mainly target population. Koshy T. A. (1978, p.84) has rightly pointed out:

“Included in this view of education is a variety of human learning needs, such as the acquisition of occupations and household skills, the assimilation and successful utilization of information on nutrition, sanitation material, child care, health care, family planning, small farm management, housing improvement, the cultivation of vegetables and fruits on family plots of lands and the basic everyday consumer economics. It also includes the formation of new attitude, values and aspirations and the building of an informed, active citizenry where each member is concerned with his own individual well being of his neighbors and of his environment. This view of education and learning is focused on human being: its intentions are to help an individual find ways of articulation his needs and those of his community mobilization resources to meet these needs and taking appropriate action.”

Formal education is inadequate to reach the entire population and inappropriate to the needs of rural Pakistan. A carefully planned programme of distance education can fulfill this need. It can resolve the problems of rural poor. Most of the Europeans and Western countries have given attention to the study of rural development, but so far Pakistan has not made any organized concrete and solid efforts to resolve the problems involved in the way of rural development. A commission is needed to be established and the members of this commission should comprise educationists, psychologists, agriculturists and scientists.

i) *Financing*

Financing of distance education is a very significant issue. Distance education can in certain situations be more cost effective than traditional education i.e. in terms of cost per set but only when less costs are accompanied by effective consequences. Since the cost of education through distance mode is less as compared to formal system, there is a need to allocate more resources to this mode to meet the growing demands of higher education. Singh, B. (2000, p.22) while discussing cost of education says “In view of the comparatively low cost of educating students through the distance mode its utility for large scale application, the need for qualitative improvement and innovations to make education relevant to the needs of society and the nation, need for diversification of education towards vocational, technical, professional ... government should adopt a liberal policy for funding the flexible and innovative system of distance education”. It must, therefore, review as a long-term investment in a country future. The government should subsidize the Open University for providing education to masses at large.

iv) *Equity Issues*

The distance education has not proved successful in strengthening equity in education i.e. take education to the door steps of those who are known as the sure adults women and employed in the unorganized sector and at lower range of personnel in the organized sector of industry and government. Goe, A (2000, p.53) discusses the discrimination with the product of the Distance Education Departments. He says "It has been seen in the university and outside that the products of Distance Education are not equated with the products of traditional system inspite of their better achievement in the same examination. Why is it so? This needs to be examined and discouraged".

There is a dire need of attention to skill up-gradation, continuing education. Vocational programmes and unconventional courses leading to certification. Thus, relevance of distance is not beyond.

v) *Obtaining Appropriate Material*

A course is more than study material. It can be considered a process of intellectual interaction of students, tutors and course teams based on the course material produced at university. Goal, A. (2000 p.64) while highlighting the importance of study material in distance education mentions "the quality of distance education depends essentially upon the quality and quantity of instructional material provided to the learners in regular timely installments. The most important input in the distance education system is the course material since more than half of the students depend mainly in printed material."

Getting of material is difficult and for achieving this end a trained staff is required to write distance education material. This problem can be solved by getting reference material from library and academic staff and good writers can be identified through advertisement in the media.

vi) *Maintenance And Security*

The maintenance and security of material used in distance education has great significance. Materials are of various kinds, including printed material, hardware and software. The institution should take care about the storage of printed material, security, storage and maintenance of media equipments. Proper warehouse is needed to store it and to protect from fire, dust, etc. However, the other material needs accurate selection installation and storage, Rashid, M. (2001 p.361) gives the solution to this problem. He says, "complete centralization of equipment is an attractive solution to this service need and one which is adopted by many colleges".

PROBLEMS OF DISTANCE EDUCATION

Problem is difficult matter or situation or the gap between actual situation and desired situation. The following are the problems of distance mode of education.

i) *Delivery System*

In the system of distance education there is a problem of delivery system. Normally the printed material is mailed to student by the mailing department of institution. On the other hand, mailing is also computerized for having address slips and through e-mail particularly in the developed countries. In Pakistan, Allama Iqbal Open University is sending material to its students through the post. Unfortunately postal services in Pakistan are very slow and unreliable and there is every likelihood that correspondence units are at times dispatched to wrong person or student get mail quite late. Rashid, M. (2001, p.362) gives recommendations for improvement of delivery system:

- 1) "Publishing a separate educational supplement and delivery to students through the government, newspaper agencies that exist all over the country."
- 2) Distribution of material to the inspectors of schools office.
- 3) Coordination between government postal authorities for delivery of correspondence material.
- 4) Operation of late services for rapid disposal of correspondence material by facilitating with casual workers to complete the task on time."

ii) *Availability Of Trained Staff*

Any institution imparting education and training through its distance education approach, which is quite distinct formal system needs special type of trained staff. Such staff like writers, course designers, coordinators, reviewers, etc. to prepare distance education material including textbooks, study guides, assignments and radio T.V. support in a manner, that they are largely self-explaining. According to Rashid, M. (2001, p.364), "problems of getting trained staff can be solved by providing in-service training to academicians in major aspects of distance education and development of research cell solve this problem".

iii) *Evaluation*

Evaluation highlights the deficiency of the programme. Lauffer (1978, p.39) points out:

“Student evaluation in distance education should provide diagnostic information and continuous feedback so that students can identify their problems against an agreed upon level of knowledge or skill. So student evaluation becomes partially way of improving not just measuring learning”

In the system of distance education, evaluation is a must. It is necessary that evaluation should be done internally and externally. Both internal assessment and final examination exist in distance education system. Internal assessment consists of periodical assignments. It is no wonder that it is not working well in distance system. Either it is due to failure on the part of students to submit the assignments or it is due to the lapses on the part of tutors to evaluate and correct them.

In this way there are a lot of problems in external evaluation of distance education. Problems of management are high in distance education. It can serve their purpose, if item included in them are carefully formulated. Assignments need special attention and careful preparation.

iv) *ACCESS*

The main objective of the distance education institutions is to provide education to all at their doorstep, especially to those who could not get access to the formal education system. Easy access and equal opportunities to education for all, there are some factors to be taken into account to increase opportunities for access of all potential students. There are:

- Geographical coverage.
- Ease of access to the media used to deliver the programme
- Level of awareness of distance education programmes among the masses in general and potential students in particular.
- Level of awareness of employers both in public and private sectors that might sponsor students to take appropriate courses.

v) *Relationship between the Programmes of Distance Education and Needs of the Labour Market, etc.*

Through distance education a variety of programmes of study including academic technical, vocational and functional courses each serving distinct. Some of the institutions have closely linked community-based education set out to meet the local needs. Some serve company needs for on-the-job training to attract employers to sponsor their employees to take courses of these institutions. However, it is not easy to identify needs of individuals and

community as a whole and to evaluate whether or not they are being met satisfactorily. To assess or evaluate these factors very comprehensive study is required to be carried out, because it is fact that there is a need for adequate market research to identify potential level of demand for the supply of educated / trained manpower.

vi) ***Quality of the Programme***

The quality of the programmes can be judged by a number of ways. One way is to assess the quality of material or content. The other way is to check the level of case or likelihood of the material being used successfully by the students. Many studies have been conducted on the practical problems of using multimedia distance education material. Rumble (1986, p.209) suggests:

Even before a course is presented, the material can be evaluated in a number of ways through expert appraisal by content specialists, educational technologists and so on, and through developmental testing. Subsequently the course can be evaluated using informal feedback from tutors and students."

The need is to emphasize the quality of educational experience. Some critics of the distance education are of the opinion that distance education hardly provides any education experience. For example, Niazi, H. K. (2000, p.973) argued that:

"Much of the value of a university education is captured in its socialization content and that this cannot be provided into distance teaching university."

The quality of programmes may also be reflected through the quality of student's achievement and their recognition in society.

vii) ***Graduate Outcomes***

All distance education programmes have an objective to impart standard education to their student's to obtain a degree, diploma or certificate. Regarding the learner outcomes it is important to note the output-input ratio, which measures the graduates as a proportion of the number of students entering a course or programme. Some of the distance education institution accepts students with regular qualification. While some adopted an open admission policy and accept both qualified and unqualified students. These policies raise a question of quality of output and input.

Judgment of the success of distance education is reflected through the success of individual's labour market. This may lead other institution to modify and develop educational programmes and launch them on the pattern of distance education.

viii) *Socialization of Students*

Critics of distance education comment that students of distance education are not provided with enough opportunities of socialization due to deficiency of a face-to-face contact, which are distinctive characteristics of conventional universities. Although tutorial support and group training workshops cover these problems to some extent but the question of socialization is still open to question.

CONCLUSION

Distance education plays complimentary, supplementary as well as an independent role. It provides education to diversified target groups eliminating the class disparity. Rural population is the beneficent target population from distance education but there is a need of careful planning and monitoring when compared to formal education. The distance education is more cost effective. Initially, in Pakistan degrees obtained through Open learning mode were not being considered at par with the degrees obtained from conventional universities. Various research studies reveal that students of distance education are badly effected by delivery system. One of the major reason is remote and far-flung areas where the instructional material is to be mailed. Another important problem is availability of trained staff. Generally the personnel involved in distance education have got education through formal mode of education. As a result they are not fully aware of the philosophy of distance education. In this way quality of education is being compromised. As a result the compatibility with formal mode is questioned. In the country like Pakistan where Kabdeosapic culture occurs, the distance education mode deem fit but mode of education i.e. Educational Technology is to be based effectively.

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TOWARDS A BETTER FRAMEWORK FOR EVALUATING THE EFFECTIVENESS OF EDUCATIONAL TELEVISION: PROSPECTS AND CHALLENGES

By

Dr. Syed Abdul Siraj

ABSTRACT

Selection of relevant media in distance education is a fact-finding job. The majority of earlier studies in the West indicate that television is beneficial for learning. Traver (1964-66) found that auditory method of learning has not that much impact as compare to the audio-video method of learning. So far as the distance education institutions are located in all parts of the world, television is being used as an instruction medium. Though, in Pakistan, at the Allama Iqbal Open University, television is not extensively used for learning purposes. Only few courses are supported by television. Textbooks are the main sources for presenting knowledge to the students. Whatever, television programmes are available to the AIOU's students, they have not yet been properly looked into in terms of effectiveness on the points of view of contents, format, presentation, motivational capacity, students' exposure to these programmes, their integration with other teaching aids etc. Research in television for distance education is a new phenomenon for development. The issue is of high consideration, particularly in the developing countries where resources are scarce, and population is unmanageable. With the growth of research in distance education, Alistair Morgan (1984) observed that a number of writers have lamented at the apparent lack of a clearly defined paradigm for research and the few empirical findings relating to studying at a distance. In this regard, Ba ath (1982) commented that "there is a severe lack of scientifically validated knowledge-someone would perform a very great service indeed if he/she would carry out a major empirical research study on the learning strategies of distance students--if possible including intensive studies by mean of interview and even observations of actual learner behaviour."

Evaluation of educational television is basically required to serve the purpose of value judgment, assessment of students' achievement, continuation, and termination or modification of an existing programme or adoption of new programme. In this context, Chiam Tah Wen (1977) explained that there are two

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types of evaluation, the 'Summative' and the 'Formative' evaluation. Formative evaluation is conducted for the development of new educational television programmes. In the formative evaluation, student learning needs, his readiness for learning and problems he encounters while learning are assessed. Its purpose is to assist the teacher and student to re-programme the teaching aid. Summative evaluation is used to ascertain, or assess how for the effectiveness of the existing programme in the context of teaching and learning. Its main purpose is to assist in certification or validation and in future selection. For effective production of educational TV programmes, there is a need of collaboration between the researcher and producer and our aim should be to find out whether the system of analysis followed in the West are applicable in our situation. If not, what are the modifications that need to be done before any strategy is developed?

EARLY RESEARCH ON EDUCATIONAL TELEVISION

The development of research in broadcasting stemmed from 1971. Early research studies established valuable principles and hypothesis for research into broadcasting. Tony Bates and Margaret Gallagher (1976) have gathered the following findings from the research in broadcasting carried out in 1971 and 1973.

1. Result unless high response rate was obtained, results were biased towards the responses of very highly motivated students.
2. It was important to use a variety of methods of data collection—postal questionnaire, telephone interview, group discussion, CMA feedback, course unit report forms—and a mix of quantitative and qualitative data, if insight into how students were using and reacting to broadcasts was to be gained.
3. It was necessary to understand the basic structure and organization of a unit, and the relationship of the programmes to each other and to the text, before a broadcast itself could be evaluated.
4. It was also necessary to understand the purpose of a programme
5. The high strike rate of 300 programmes from one studio left insufficient time for pre-testing of programmes before transmission, and small budget available for remarks meant that necessary changes to a programmes as a result of evaluation might not be possible.
6. A 'blunderbuss' approach to data collection (i.e. collecting data on a wide front in the hope that some of it will turn out to be important) was unhelpful, in that the information was not always available in the most useful form of decision-making, or because more commonly the right manpower was not available to interpret the data meaningfully.

7. It was important to distinguish between levels and types of decision-making, and gear the studies accordingly. For instance, information collected at an individual programme level may not be automatically suitable for decision-making across or between courses, such as broadcast allocation.
8. Perhaps most importantly, feedback was considered to be the most valuable when the producers and academics themselves were engaged in the design, implementation, and interpretation of the evaluation studies, working in conjunction with the researcher.
9. These activities, however, all require a large investment of research time in studying an individual programme.

In the earlier studies on educational television in UK (Himmelweit, Oppenheim & Vine, 1958), the USA (Schramm, Lyle & Parker, 1977), Japan (Furu (1962), and Australia (Compbell, 1962) tended to focus on the effect of television on homework, school performance, family life, and reading habit etc. They attempted to compare viewers with non-viewers in a way, which perhaps tended to overlook the fact that non-possession of television set could be linked with various factors (e.g. poverty or unfavourable attitudes to the medium) which make comparison unreliable. Response to ETV is affected by many learner variables. B Wade & R.A. Poole (1983) analysed that amongst these are social class, intelligence, sex, personality, and learning style. Apart from this, the nature of response itself causes difficulty. It might be supposed that television influences a viewer's attitude most strongly when dealing with subjects remote from his direct personal experience, but evidence suggests that this is not always so. Roshier, N. (1969) explained in this regard that "our images of crime, for example, very much reflect its social reality rather than what we see of it via the media" and Nunnally J, C. (1961) viewed "the same is true of our attitudes to mental illness". In research among children, television has not been proved to be of any great importance in influencing attitudes to violence (Howitt, 1973), to race (Hartmann & Husband, 1974), and to the social behaviour among children lacking older siblings (Howitt & Cumberbatch, 1971). However, Kemelfield, (1972) has pointed out that findings have sometimes contradictory. For example, he found that "children living in high-density immigrant areas became far less certain of their pro-Pakistani feeling after viewing the programme 'Our neighbor', which had the unintended effect of emphasizing differences rather than extolling uniqueness".

The literature reveals that there is a great criticism on the experimental methods of research. As Bates, etal (1981) commented on the failure of experimental research by comparing the effectiveness of various media used in education particularly to provide any guidelines for the use of educational television and radio.

He is of the view that experimental studies are lacking both in the theoretical framework of students learns from television, and in the requirements of experimental control, with control of variables, take the students completely outside any real learning context. Parlett and Hamilton (1976) criticized the experimental methods of research in education by referring to the agricultural botany paradigm that the students react to different educational treatment as constantly as plants react to fertilizers. They compared the method of physical science with the social anthropological paradigm. Parlett and Hamilton (1976) used the term illuminative evaluation, which aimed to know what is really going on in an educational setting. The emphases is on the holistic studies carried out in the natural settings, rather than in the laboratory conditions, using qualitative methods of interview and observational techniques with less prominence on quantitative methods and statistical manipulation of survey data.

The skill and job of evaluating educational television is required repeatedly in order to achieve maximum result and better output in terms producing quality of educational television. For that the media practitioners have to adapt themselves to new situation and keep abreast of innovations and harness the technology to the interest and needs of the students. In Pakistan, where TV is geared to social, developmental and educational purposes, there is a major constraint with regard to the use of modern media techniques. In this background, the researcher/practitioner who is learning to master the technique of Western oriented mass media, has almost become stranger at home. Our own attitudes have been found irrelevant when communicating with the rural people. It is very necessary to get familiar with other development communication agencies, their structure and methods of instruction and thus develop an integrated approach of communication strategies.

Edward B. Lasher (1975) has presented a scale for evaluating educational television programmes which he divided into three section: The first section contains the bibliographic or identifying information such as the title, format of material, the producer, the distributor, length of the programme, cost, and the year the programme was produced. This section also contains information on content area, the specific audience, and objective of the programme. The second section is about the description of the title, key concepts, and the skills used. The third section can be the evaluation itself. Edward B. Lasher (1975) has suggested the following checklist:

1. APPROPRIATE TO PURPOSE

Contents and material used in the TV programme should achieve objectives. Objectives may be in the cognitive, psychomotor or attitude area.

2. APPROPRIATE TO USERS

The TV programme must be according to the level/backgrounds of the students. Factors regarding level/backgrounds may include:

- a. Cultural and tradition,
- b. Age,
- c. Sex,
- d. Ethnicity of the students,
- e. Intelligence
- f. Past experience--academic and non-academic.

3. CONTENT

- a. Accuracy of up to date facts and figures and statements in the programme must be taken care of.
- b. Biased material should be avoided.
- c. The Concepts and their details given in the programme should be appropriate and relevant to the objectives and needs.
- d. The language used in the program should be understandable and common to the frame of reference to the students. But should not be that simple to produce boredom or the feeling on the part of students that the material is too simple or "childish." The balance between the use of too much subtlety where communication breaks down, and too little where the message is too obvious, is an important achievement.
- e. The treatment to the contents must be suited to the students.

2. MODE

Edward B. Lasher (1975) explained that "the chosen medium of the material is an important factor. For example the questions, is movement in the programme necessary? Sometimes motion is not only not needed, but may even interfere with the learning of specific concepts. In many situation the information presented in the TV programme would have been communicated to more number of students, where each students would have more time to study the material from a selected still image. Sound track is sometimes is an unnecessary expense, and may even interfere with the communication intent by taking away from visual information".

3. TECHNIQUES

Techniques used in the programme must contribute to the achievement of the objective of the programme

- a. ***Editing***
Editing of the programme should be done in such a way that sequence of different events/aspects and the audio-visual effects, used, give a logical order of flow. The programme must be in a proper length and in a controlled pace.
- b. ***Field of view***
Edward B. Lasher (1975) in this regard pointed out that “ 1. Content where each element in view contributes to the purpose and where no irrelevant elements to detract from purpose would exist. 2. Composition of these elements seems to be orderly and logical, achieving unity and contributing to the desirable effect of holding attention. 3. The distance to the subject (long, short, medium, or close up) used to direct close examination or attention or indicate mood. 4. The angle of the view often communicates meaning and mood.”
- c. ***Chart, sketches and illustrations***
They can help organize concepts for understanding or they are used in conjunction with other concepts.
- d. ***Animation***
Where movement is given to inanimate objects for many of the same reasons cited for the use of charts, sketches, and illustrations.
- e. ***Microphotography***
It is required when extreme close-up of a very small subject is included in the programme, such as insect.
- f. ***Photomicrography***
Combination of the camera and microscope so that the elements or microorganisms on the stage of the microscope may be photographed.
- g. ***Time lapse***
When the action of an event, such as a plant growing, is speeded up so that the growth is observed.
- h. ***Slow motion***
When the action of an event is slowed down to enable closer

examination.

i. *Freezer frame*

When the image of a motion picture is frozen for further study.

J. *Telephotography*

Combine the camera and telescope.

1. PHYSICAL AND TECHNICAL CONSIDERATIONS

- a. Clear sound. b. Visual clarity of picture in terms of focus, exposure and Colour
- b. Condition of material. D. Equipment necessary to use the materials.
- c. Cost of material.

2. UTILIZATION

This includes consideration of the appropriate time for use, discussion, field trips, the service of resource persons and the presentation of other materials. A fundamental concern of research in education is what students actually learn from studying and the different ways in which learning is conceptualized. Alistair Morgam (1984) is of the view that "learning is seen as the acquisition of pieces of knowledge and information. In contrast, learning can be seen as change in one's way of conceptualizing an idea, or aspect of reality." He further explained that to, 'really understand' a set of ideas, concepts or subject area, it seems that the learner must engage in a de-structuring of the knowledge or subject material, followed by a re-structuring of the material in relation to the learner's existing conceptual framework.

Findings from the studies of Margret Gallagher (1977) provided important insights into the frames of reference with which students approach particular teaching materials and into their attitudes to and expectations of certain media. It has provided information as to why students respond to particular programme contents and formats in particular ways, and has indicated that individual affective preferences may sometimes be as important as specific cognitive difficulties in determining the extent to which a programme achieves its intended purpose. This latter relationship has been observed to work in a number of conflicting ways: while we have found that students antipathetic to a particular programme format, for example dramatic presentation, have mentally 'switched off' and missed the entire educational message of the programme, we have also found that some students who are particularly attracted to specific formats, such as 'actuality' recordings of real events, may be so

seduced by the format that they, too, miss the point of the programme. We have found problems caused by the actual intrusion of a specific production technique for instance, a highly successful and interesting demonstration of a mechanical model on students understanding of the overall purpose of the programme. Reactions to particular programmes have been found to be deeply influenced by the type of assessment procedures used in the course and the relationship of these to broadcasts; for instance, students were found in general to ignore the work related to a pair of programmes in a science course and to under value the programmes themselves until they discovered later in the course that they would be required to complete an assignment based on the programmes. The constraints of a study schedule can radically affect students' ability to make the most of broadcast material: for example, when students pace their work to meet assignment deadlines and when these assignments are unrelated to broadcasts, students have been found to be inadequately prepared for programmes or to skip them altogether. Other important constraints on the value obtained from specific broadcasts are posed by the workload and difficulty of a course as a whole, as well as of the particular units to which any one programme is related. Within this general framework, a wide range of individual differences, in terms of student response to specific programmes, has been identified. While some students have problems within the media with particular formats or teaching styles.

A seminar held in Poona (India) in 1975 on educational television concluded that "children programmes should be devoted to experimenting traditional formats, including the use of realistic documentary, animation, puppetry, fantasy, etc. geared to the problem of developing self-awareness among children, with the longer term aim of developing models of programmes founded in indigenous condition. It was agreed, "television-viewing children will develop through vicarious experiences the necessary positive and co-operative character traits help to meet the rural needs." S.K. Mullick (1977) viewed that "no universal models could apply in media decision because the response of audience, local culture condition and the availability of infrastructure have to be reckoned." He further emphasized that "television often descends to sheer entertainment. In communication the target audience has to be constantly borne in mind---it social, economic, and cultural profile---so that decision-making for media programmes is relevant to the consumers. After all TV is show business and its prime aim is to hold the interest of the audience, to make the audience believe that it is getting its money's worth. The switch-off knob is a nightmare those who are in the entertainment trade. That way content becomes secondary. What we have to do is face this great challenge of subtly combining entertainment with content, if we want to bring in social change-which is the major objective of TV."

Learning from television is a psychological process which involves perception, selection, interpreting both visual and aural information, relating that information to prior learning or experience, and possible converting visual and aural perceptions into other mental modes, such as imaginary or words, Tony Bates, (1983). Since learning from television is our concern in the present discussion, it is therefore, required to take into account the theories concerned with the unique nature of learning from television as a crucial relevance to the production of television programmes for educational purposes. Some of the key features of Piaget's theories regarding the development of intelligence in relation to television programme production are explained briefly below.

PIAGET'S THEORY FOR INTELLIGENCE DEVELOPMENT

The main feature of the Piaget Theory of development of intelligence. Piaget sees intelligence as an adaptation. It means that individual organizes the interaction between himself and the environment, thus creating adaptation. Piaget's intelligence has two aspects—functional and developing. Functional aspect of intelligence is composed of two complementary processes: assimilation and accommodation. During the process of assimilation the individual tries to incorporate the external reality into his way of thinking. In other words, in this process the individual transforms the newness of the outside world into his field of experiences. Piaget says that individual is also facing environmental constraints and he tries to adjust his thoughts and action accordingly so as to cope with the difficulties imposed by outside world. When the assimilation and accommodation is balanced the individual has adapted to the outside world. In the Piaget theories, children's thinking is different at different times of their development. Piaget describes these different structures of thinking of children in terms of four stages.

THE SENSORI-MOTOR PERIOD

This stage deals with children from birth to 18 months. During this stage the children accumulate knowledge through his senses and actions. Children of this stage develop language and internal thought slowly.

THE PRE-OPERATIONAL STAGE

This stage starts from one and a half years to about seven years. During the first quarter of this stage the child can think about his actions but does not always have to do them. However, during this stage the child can gradually build up a mental picture of the external world. He can think and see how shapes fit together and visualize the physical attribution of objects. He learns about the world through

language, plays, and imitates with or without a model and drawing. Nevertheless, the child during this stage finds it difficult to reason in terms of any kind of generalization. Piaget says that the pre-conceptual ways of understanding the world by the child at this stage is the product of assimilation which is distorted as it is centered on individual elements which interest the child uniquely. From about 4 years age, Joan Bliss, (1983) commented that the child enters into the intuitive sub-stage. During this stage it is almost as though the wheels of thought are being oiled but not quite properly working; there are the beginnings of coherent thought although with definite hitches here and there. It is very difficult for the television producers to understand and make educative films for the children of pre-operational stage because their reasoning process do not resemble to the mind of adult.

THE CONCRETE OPERATIONAL STAGE

This mental stage starts from the age between 6 or 7 to 13 or 15. During this age the child mental system become integrated and coherent with which he can now easily cope with the environment around him. However, he cannot yet cope with the abstract ideas and situations. He can only understand from the actual situation.

FORMAL OPERATIONAL THINKING

In this mental capacity stage, a child can talk, discuss, and act reasonably and rationally. He can make hypotheses and draw conclusion.

TELEVISION BEYOND THE PIAGET'S THEORIES

To see whether the Piagetarian's theories of intelligence development can fit in the framework of instructional television, Christopher Jones, (1983) in this regard commented that television screen offers only two dimensions in space, but also incorporates a number of other realistic elements: colour, sound, movement and a semiotic grammar enabling the viewers to make connection between visual ideas. He says how does this relate to the work of Piaget's hypotheses. Christopher Jones believes that ultimately this will depend on the quality of actions realistically described in the TV programme. The screen is, in the first instance, simply a window on to an assumed reality. The screen has drawbacks; producers with a sympathetic eye for children need to provide: the third spatial division (perhaps even by something as simple as turning an object to be seen through two planes, so that viewing children can perceive its proportion in three dimensions), sensory information (such as weight, temperature, smell) and some honesty in maintaining a sense that a child's environment is a controlled one (of course fantasy depends on moving from an acceptance of the norm). Christopher Jones believes that educational television is

merely an informed and careful exploitation of a medium that is dominant in a much wider and more general sense, and must turn the language to good use. There is an hypothesis to be explored that perhaps prolonged exposure of children to television creates its own order of understanding; necessarily different from Piaget's because it is dealing with a particular medium, rather than real experimental situation.

FEATURES UNIQUE TO TELEVISION COMMUNICATION

Television communication differs from ordinary face-to-face communication. Following is a brief outline regarding features unique to television communication:

1. Heterogeneous Audiences

The audience of television is usually more heterogeneous (varied in outlook and demographic composition) than in other forms of communication. Television communicator seldom has complete control over who watch the programme unless, of course, he owns all the equipment and guard the on-off switch.

2. Mediated Communication

Television is a mediated event. No matter how informal or intimate the conversation might be, a boundary still exists between speaker and listener: The electronic components of television keep presenter and the audience apart.

3. Time Constraints

Television presenter whether of commercial or educational must always require to adjust to the clock. Time is even an issue when using videotape in a private presentation. Once the tape runs out, you are off the screen whether you are finished or not.

4. Collaboration

When communicating on television, the presenter is generally involved in a collaborative effort. Before he can be seen or heard on the screen he uses the time, energy, and resources of other people. Even the finest hand-held units are best operated by pairs or groups of people. The more elaborate the programme, the more people are needed to operate the equipment and cooperate in the presentation.

5. Action

You will notice as you watch television that most programmes change camera shots quite often, and that they employ a variety of visual effects. These two activities are not by chance rather television obtains and holds attention mostly by action.

6. Control.

Since television is an electronic medium, it involves a collaborative effort. The message appears to a viewer can be controlled and manipulated. By means of audio and visual techniques presentation can be altered. Editing devices can also affect presentation. Learning about television techniques and devices will enable communicator to present message in greater effective way. By working with the directors, engineers, and camera and audio personnel, presenter can add to the impact of the message.

7. Power

There is a power associated with being on television that is not found in most other communication situations. Such importance and power often adds to the speaker's credibility. Television communication is powerful! Care must be taken since lot of people may be watching.

Tony Bates, (1983) argues that once we are examining television in terms of the way it effects our thinking, a vast, fathomless pit opens up. Our ignorance here is frightening. Programmes are made day in, day out, with no idea on any one's part of how they are affecting the way the people think. It is not that television is necessarily 'bad' or harmful –it may not matter in general broadcasting that we are ignorant of its effects. But surely in educational television, we ought to care, not only about the content of programmes, but also about the processes of thinking that the programmes stimulate or develop.

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RELATIONSHIP BETWEEN INTELLIGENCE AND ACADEMIC ACHIEVEMENT

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ABSTRACT

The research was designed to find the relationship between Intelligence and academic achievement. Twenty Nine hearing impaired children from class nursery and class 1 were the sample of the study. IQ's of the children were gained by using Cld performance test, coloured progressive Matrices and Good enough drawing test. Three months after the IQ testing, academic scores for four subjects (Maths, Arts, General knowledge and speech) were measured. Statistical test were applied to analyse the data.

INTRODUCTION

Intelligence is the capacity to act purposefully, to think rationally, and to deal effectively with the environment (Wechsler 1975). Wechsler's definitions provide a useful overview of the meaning of intelligence because of the terms used purposefully, rationally and effectively. Word "Intelligence" always represents the qualities of an individual that he or she is adaptive and resourceful. Sir Francis Galton, first explored the measurement of intelligence in 1884. But his measurements failed to discriminate the intellectual ability of humans. Mental abilities such as reasoning, remembering and imagining were first identified by Alfred Binet in 1905 while he was commissioned by the French Government to devise a test that would distinguish children of average intelligence from those who were below normal. Binet and his collaborator, Theophile Simon, responded with a thirty question test that became the forerunner of all modern tests of intelligence, moreover, confirmed that abilities such as memory, imagination and reasoning are indicators of intelligence. It was an important step in the development of the concepts of mental age and the intelligence quotient (IQ) (Binet and Simon, 1916).

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MENTAL AGE AND IQ TESTING

The relation between a child's actual age and his mental age provides a good index of his general brightness. It is to make this index more precise and systematic that the intelligence quotient or IQ is used. The IQ is the ratio of the child's mental age to chronological age. It is given as follow:

$$IQ = \frac{MA}{CA} \times 100$$

A child with an MA of nine years four months and a chronological age of six years would have an IQ of:

$$\frac{9 \text{ years } 4 \text{ months}}{6 \text{ years}} \times 100$$

$$\frac{112 \text{ months}}{72 \text{ months}} \times 100$$

The IQ is simply an index of relative standing. A high IQ means that the child is doing as well as children somewhat older than he is, a low IQ means that he is doing no better than a child younger to him.

ACADEMIC ACHIEVEMENT

In normal practice, the fuller life for a child is considered impossible unless he has some skill in the intellectual and scholastic arts. His ability to express his personality and to enjoy rich and complex social relations depends to a large extent on his mastery of academic matters such as reading and self-expression and on a mastery of more commonly mentioned ideas on history, literature and current affairs. His ability to satisfy his other needs likewise depends to a large extent on his competence in many scholastic subjects.

OBJECTIVES OF THE STUDY

1. to investigate the relationship between the IQ tests and achievement tests.
2. to find out the potential of IQ tests to predict the student's performance in the academic tests.
3. to investigate other causes that effect the academic achievements.

HYPOTHESIS

- HO1: The performance of High IQ Child in general knowledge test is better than the performance of the low IQ Child.
- HO2: The performance of high IQ Child in Math test is better than the performance of low IQ Child
- HO3: The performance of high IQ Child in Drawing test is better than the performance of low IQ Child.
- HO4: The performance of high IQ Child in speech test is better than the performance of low IQ Child.

MATERIALS AND METHODS

The sample consisted upon 25 hearing impaired children from Hamza Academy for the deaf. 15 children from Nursery and 10 from class 1. Two psychological tests, Raven's progressive matrices (RPM) and CID pre-school test were used for intelligence measure. For academic measures, teacher made test were used. (Anastasi, 1988, Geers and Iane, 1994)

A booklet for Raven Progressive matrices was provided with an answer sheet. This booklet contained 60 matrices or design form, from each of which a part had been removed. The subject was given instructions to choose the missing insert from 6 or 8 given alternatives. The subject was made to understand the procedure by solving the first item by the researcher. Then the test started without any time limitations. However, the total time taken by the subjects were noted. Central Institute for the deaf (CID) preschool performance scale is an adaptation of the Randall's Island Performance Series. The test is completely non-verbal, both in instruction and response which makes it ideal for hearing impaired children. Tests on manual planning, Manual dexterity, Form perception, perceptual motor skills, pre-school skills and part/whole relations were administered.

For academic measurement, teacher made tests were prepared which included the characteristics of group tests, individual tests, written tests, oral tests and speed test.

Data was analyzed using different tests like percentile – Ranking and Pearson correlation.

Results

Table 1
NURSERY CLASS – ACADEMIC RESULTS

Sr. No.	Arts Marks/(100)	Speech Marks/(100)	G. Knowledge Marks/(100)	Math Marks/(100)	Total Marks/(400)
1	81	76	80	88	325
2	86	68	84	100	338
3	84	66	92	100	342
4	86	74	92	100	352
5	67	20	20	26	133
6	50	6	8	28	92
7	86	80	96	100	362
8	98	70	100	100	368
9	80	33	84	100	297
10	90	74	94	100	358
11	82	71	90	100	343
12	75	44	80	100	299
13	70	42	80	100	292
14	60	35	28	50	173
15	72	60	79	100	311

Table 1 shows nursery class academic results

Table 2

Sr. No.	I Q	Art's Marks (100)	Speech Marks (100)	General Knowledge Marks(100)	Maths Marks (100)	Total	Position according to academic result
1	125	92	70	100	100	368	1 st
2	115	90	74	94	100	258	3 rd
3	111	84	66	92	100	342	6 th
4	109	86	68	84	100	338	7 th
5	102	86	80	96	100	362	2 nd
6	100	86	74	92	100	352	4 th
7	100	81	76	80	80	325	8 th
8	100	82	71	90	100	343	5 th
9	98	80	33	84	100	297	11 th
10	95	75	44	80	100	299	10 th
11	90	70	42	80	100	292	12 th
12	90	72	60	79	100	311	9 th
13	80	67	20	20	26	133	14 th
14	80	60	35	28	50	173	13 th
15	72	50	6	8	28	092	15 th

Table 2 shows the individual's IQ their academic results and the positions according to their academic results.

Table 3
PEARSON CORRELATION WAS USED TO FIND THE
RELATIONSHIP BETWEEN IQ AND ACADEMIC ACHIEVEMENTS

		IQ	Art's Marks
IQ	Person correlation	1.0	.958
	Sig. (2 – tailed)		.000
	N	15	15
Art's Marks	Pearson Correlation	.958	1.000
	Sig. (2 – tailed)	.000	
	N	15	15

Testing a hypothesis about the significance of the correlation co-efficient of IQ and Art's marks.

Ho: $P = 0$ (i.e. there is no linear correlation b/w IQ and Art's marks)

H1: $P \neq 0$

Note : (ρ – written like P but it is not P)

Significance level α is 0.01 (2 – tailed)

Test statistic

T =

N=15, sample of 15 students from nursery class

R=0.958 (Corr co. eff b/w IQ & Art's marks)

p- value = .000

$\alpha/2 = .005$

Critical region: -

If p – value is less than .005

(at $\alpha = .01$ and two tailed test)

CONCLUSION

Since p – value is less then $\alpha/2 = .005$ (Two tailed) hence correlation is significant at 0.01 (2 – tailed) it is concluded that IQ and Art's marks are related to each other

Table 4

		IQ	Art's Marks
IQ	Pearson correlation	1.000	.748
	Sig. (2 – tailed)		.001
	N	15	15
Art's Marks	Pearson Correlation	.748***	1.000
	Sig. (2 – tailed)	.001	
	N	15	15

Ho: $P = 0$ (No linear relationship b/w IQ & Math marks)

H1: $P \neq 0$

Note: (rho – written like P but it is not P)

$\alpha = 0.01$

t =

Calculation

N= 15

R= 0.748

P= 0.001

$\alpha/2=0.005$

C.R

If p is less than .005

CONCLUSION

Since p – value is less than 0.005 (at $\alpha = 0.01$, two tailed) we reject the null hypothesis of no correlation b/w IQ & Maths marks and conclude that IQ and Maths marks are related to each other that is students with high IQ scored high in Maths and those with low IQ scored low in Maths.

Table 5

	IQ	G. Knowledge Marks
IQ		
Pearson correlation	1.000	.850
Sig. (2 – tailed)		.002
N.	15	15
G.Knowledge Marks		
Pearson Correlation	.850***	1.000
Sig. (2 – tailed)	.000	
N	15	15

Ho: $P = 0$ (i.e. there is no linear correlation b/w IQ & G. Knowledge marks)

H1: $P \neq 0$

Note: (rho – written like P but it is not P)

Significance level α is 0.01 (2 – tailed)

t =

n= 15 sample of 15 students from nursery class.

R= 0.850 (corr. Co-eff b/w IQ & G. Knowledge marks).

p – value = .000

$\alpha/2=0.005$

C.R If p – value is less then .005

CONCLUSION

Since p - value is less than $\alpha/2=0.005$ (two tailed) hence correlation is significant at 0.01 (2 - tailed) and concluded that IQ and G. Knowledge marks are related to each other.

Table 6

		IQ	G. Knowledge Marks
IQ	Pearson correlation	1.000	.789
	Sig. (2 - tailed)		.000
	N	15	15
Speech marks	Pearson Correlation	.789	1.000
	Sig. (2 - tailed)	.000	
	N	15	15

Ho: $P = 0$ (i.e. there is no linear correlation b/w IQ & Speech marks)

H1: $P \neq 0$

Note: (ρ - written like P but it is not P)

Significance level α is 0.01 (2 - tailed)

$t =$

$n = 15$ sample of 15 students from nursery class.

$r = .789$ (corr. Co-eff b/w IQ & Speech marks).

p - value = .000

$\alpha/2=0.005$

Critical region. If p - value is less than .005

CONCLUSION

Since p - value is less than 0.005 (at $\alpha = 0.01$, two tailed) we reject the null hypothesis of no correlation b/w IQ and Speech marks and conclude that IQ and Speech marks are related to each other that is students with high IQ scored high in speech and those with low IQ scored low in Maths.

COMPARATIVE CONCLUSION

Compare all the correlation co-efficient between different pairs and the one which has highest value of correlation ship - co-efficient has strongest relationship i.e. most closely related variables.

$r_1=0.958$	b/w IQ and Art's marks
$r_2=0.748$	b/w IQ and Maths marks
$r_3=0.850$	b/w IQ and G. K. marks
$r_4=0.789$	b/w IQ and Speech marks

Since r_1 i.e. correlation co-efficient b/w IQ and Art's marks is highest hence Art's marks are most closely related to IQ as compared to other subjects.

Table 7
CLASS II

Sr. No.	I Q	Arts Marks (100)	Speech Marks (100)	Math Marks (100)	G. Knowledge Marks (100)	Total Marks (100)
1	91	68	36	61	58	224
2	100	70	54	86	80	290
3	96	70	49	90	86	295
4	104	74	33	98	80	285
5	109	80	62	100	92	334
6	85	42	60	60	48	210
7	109	78	61	98	98	335
8	91	68	26	80	66	250
9	87	60	22	60	40	182

Table 7 shows the individual's IQ and their corresponding academic results.

Table 8
PERCENTILE RANKING

IQ	Class Position According to their academic
109	1 st
109	1 st
104	4 th
100	3 rd
96	2 nd
91	6 th
90	5 th
87	8 th
85	7 th

Table 8 shows the students positions in the class according to their IQ level. This result shows that academic performance is closely related to IQ.

Table 9
CLASS – II

Testing a Hypothesis about the significance of the correlation co-efficient of IQ and math's marks.

Ho: $P = 0$ (i.e. there is no liner correlation b/w IQ and Math marks)

H1: $P \neq 0$

Note: (rho – written like P but it is not P)

Significance level α is 0.01 (2 – tailed)

$t =$

$n = 9$ sample of 9 students from class II.

$r = .918$ (corr. Co.eff b/w IQ & Art's marks)

p – Value = .000

$\alpha/2=0.005$

C.R If p – value is less than .005

CONCLUSION

Since p – value is less than $\alpha/2=0.005$ (two tailed) hence correlation is significant at 0.01 (2 – tailed) and we conclude that IQ and math marks are related to each other.

		IQ	Math Marks
IQ	Pearson correlation	1.000	.918
	Sig. (2 – tailed)		.000
	N	9	9
Math marks	Pearson Correlation	.918	1.000
	Sig. (2 – tailed)	.000	
	N	9	9

Table testing a hypothesis about the significance of the correlation co-efficient of IQ and Art's marks.

		IQ	Art's Marks
IQ	Pearson correlation	1.000	.842
	Sig. (2 – tailed)		.004
	N	9	9
Art marks	Pearson Correlation	.842	1.000
	Sig. (2 – tailed)	.004	
	N	9	9

Ho: $P = 0$ (i.e. there is no linear correlation b/w IQ & Arts marks)

H1: $P \neq 0$

Note: (rho – written like P but it is not P)

Significance level is 0.01 (2 – tailed)

t =

n = 9 sample of 9 students from class II.

r = .842 (corr. Co.eff b/w IQ & Art's marks)

p – Value = .004

$\alpha/2=0.005$

C.R If p – value is less than .005

CONCLUSION

Since p – value is less than $\alpha/2=0.005$ (two tailed) hence correlation is significant at 0.04 (2 – tailed) and we conclude that IQ and Arts marks are related to each other.

Table 10

TESTING A HYPOTHESIS ABOUT THE SIGNIFICANCE OF THE CORRELATION CO-EFFICIENT OF IQ AND SPEECH MARKS.

		IQ	Speech Marks
IQ	Pearson correlation	1.000	.494
	Sig. (2 – tailed)		.176
	N	9	9
Speech marks	Pearson Correlation	.494	1.000
	Sig. (2 – tailed)	.176	
	N	9	9

Ho: $P = 0$ (i.e. there is no linear correlation b/w IQ & Speech marks)

H1: $P \neq 0$

Note: (rho – written like P but it is not P)

Significance level is $\alpha 0.176$ (2 – tailed)

t =

n = 9 sample of 9 students from class II.

r = .494 (corr. Co.eff b/w IQ & Speech marks)

p – value = .004

$\alpha/2=0.005$

CONCLUSION

Since p – value is greater then $\alpha/2=0.005$ (two tailed) and concluded that IQ and Speech marks are not related to each other.

Table 11

		IQ	G. Knowledge Marks
IQ	Pearson correlation	1.000	.915
	Sig. (2 - tailed)		.001
	N	9	9
G.Knowledge Marks	Pearson Correlation	.915	1.000
	Sig. (2 - tailed)	.001	
	N	9	9
	Sig. (2 - tailed)	9	9
	N		

Ho: $P = 0$ (i.e. there is no linear correlation b/w IQ & G. Knowledge marks)

H1: $P \neq 0$

Note: (rho – written like P but it is not P)

Significance level is $\alpha 0.01$ level

t =

n = 9 sample of 9 students from class II.

r = .915 (corr. Co. eff b/w IQ & G. Knowledge marks)

p – value = .001

$\alpha/2 = 0.005$

C.R If p – value is less than .005

CONCLUSION

Since p – value is greater than $\alpha/2 = 0.005$ (two tailed) hence correlation is significant at 0.01 (2 – tailed) and we conclude that IQ and G. Knowledge marks are related to each other that is students with high IQ scored high in G. Knowledge and those with low IQ scored low in G. Knowledge.

COMPARATIVE CONCLUSION

Compare all the correlation co-efficient between different pairs and the one which has highest value of correlation ship – coefficient has strongest relationship i.e. most closely related variables.

- $r_1 = 0.918$ b/w IQ and Maths marks
- $r_2 = 0.842$ b/w IQ and Art's marks
- $r_3 = 0.494$ b/w IQ and Speech marks
- $r_4 = 0.915$ b/w IQ and G. Knowledge marks

Since r_1 , i.e. correlation co-efficient b/w IQ and Art's marks is highest. Hence Art's marks are most closely related to IQ as compared to other subjects.

DISCUSSION

Class Nursery's Pearson correlation of Art subject is .958 and significant level is 0.01 level. Class II Pearson correlation is .842 and significant level is 0.01 level.

Class Nursery Pearson correlation in Speech is .789 and significant level is 0.01 level. Class II Pearson correlation is .494 and significant level

In Math, Nursery's class Pearson correlation is 0.784 and significant level is 0.01 level. Whereas, class II Pearson correlation in Math is 0.918 and significant level is 0.01.

In general knowledge, Nursery class's Pearson correlation is 0.850 and significant level is 0.01 level.

According to the intelligence test, one student of Nursery class fall in above average category (111 to 130) and 11 students are in the above average range, except two students are in below average range. Academic performance of the students are closely related to their IQ. The performances of high IQ children were better than the performances of below average or low IQ children. In the subject of 'Speech', some variations are found which could be due to the degree of hearing loss.

With the results, the Hypothesis is accepted.

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TEACHERS' PERCEPTION OF CURRICULUM AS A SOURCE OF INDISCIPLINE IN NIGERIAN SECONDARY SCHOOLS

By

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ABSTRACT

The increasing wave of indiscipline in Nigerian secondary schools has become a national problem. Efforts to address the issues involved in terms of the sources of indiscipline in the schools have often resulted in shifting the blames among agents of education. The teachers, for instance, want to hold the parents and government responsible. This cannot be all. This paper explores the curriculum of the school as sources of indiscipline among students. It seek to find out how the teachers perceive this as a basic source of the problem. Analysis of the data collected by means of questionnaire show that teachers were highly perceptive of the curriculum as a source of indiscipline in the schools. Based on this finding, appropriate recommendations were made.

INTRODUCTION

There have been clear indices to indicate that the Nigerian secondary school system has been overtaken by monumental crisis, particularly in the last two decades. Although there are no systematic methods yet to monitor the quality of our school system. It's enough to say that using our own internal criteria for measuring the quality of our schools systems, statistics can be collected from WASCE/GCE/SSCE examination results to show the declining quality of output from our secondary schools nation-wide (Urevbu, 1997). Besides, the increasing rate of indiscipline among secondary school students has become a source of worryment for the society to such extent that one wonders how our schools are meeting the expectations of the society in terms of producing citizens who are responsible and civil. Today, students of the national schools lack responsibility and civility. One is, therefore, critical of the future of this society in terms of stability, security, orderliness and development.

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The term discipline has been variously defined. According to Okafor and Quist (1988), it conveys the notion of submission to rules and some kinds of order. Discipline should not be viewed as a forced behaviour. It should better be viewed as the internalization of rules, regulations, norms and values of one's environment or society and willingness to abide by them without being reminded or forced to do so. The absence of discipline in a school means indiscipline which may be manifested in the form of: absenteeism; late arrival at school or in class; loitering; stealing; disrespect for teachers or authorities; fighting; examination malpractices; failure to do assignments; wilful damage; leaving classroom/school before closing and without permission; loafing / roaming during school hours; and involvement in cult activities (Igwebuiké, 2001).

This list is by no means exhaustive. But, why should we be worried about indiscipline in schools? According to Igwebuiké (2001), discipline is a *sine-quantum* in the school system. The absence of discipline in the school frustrates the teachers, presents the school in a bad light and threatens the acceptability of the products of the school by the society. In a sense, this phenomenon does not create the needed conducive environment for meaningful and effective teaching and learning. It could lead to a vicious cycle. The students do not learn much, resulting in poor performance, failure and frustration. Admittedly, such students have little or no capacity to contribute meaningfully to national development, apart from being a social burden on the society.

Many authors, including Cliff (1996) and Okedora (1998), have attempted to explore the causes of indiscipline in Nigerian secondary schools. They seem to share the view that the changing, though distorted, values system; parental irresponsibility; influence of the mass media; corrupting examples of adults and leaders among others largely account for the increasing wave of indiscipline among secondary school students in Nigeria. Obviously, some, if not all of these sources are fluid, hence it has been practically difficult to prescribe any meaningful panacea. Is it not necessary, therefore, to think of other more fundamental sources of indiscipline in the schools? In this regard, it is not necessary to explore the interaction between the curriculum and students' discipline? These questions have become imperative because of the obvious indications that our schools are no longer attractive. They lack the needed conducive environment eagerly that would make a child to remain there. What one finds are irregular attendance, lateness to school or students roaming the street during school hours. It is perhaps in this light that Urevbu (1997) feels that we need to be grateful to our children for accepting to go to school despite the unattractive and un-stimulating environment.

Mostly, the term curriculum is hazily conceived as subject-matter as outlined in the school syllabus. According to Urevbu (1995, 1997), this interpretation reflects the vague notion that most people have had about the school curriculum in the last two decades. The general notion is that curriculum is "a course of study provided in the school under the auspices of the teacher". If we stop here, we are bound to lose sight of how school system is being created, organised and made to function (Pinar, 1975). This is exactly the situation in Nigeria where schools are nothing more than blocks of classrooms to the extent that Iyamu (1995) feels there are schools without schooling in the country.

Curriculum should be conceived, besides statements of educational goals, content, methodology and technology and evaluation of learning outcomes, as the totality of the school and non-school environments which bear influence on the education of the child. It is in this light that one is concerned with the activities, experiences and provisions in schools which attract or distract students. For instance:

1. How consistent are the educational goals with the problems, needs and aspirations of youth in the contemporary Nigerian society?
2. How interesting and challenging are the school instructions?
3. What is the quality of life in our schools?
4. How adequate are the materials, equipment and infrastructures in our schools?
5. How trustworthy is the school system?

Investigations, including Urevbu's (1997) indicate that the conditions of many primary and secondary schools in Nigeria are not favourable when viewed against the background of the foregoing questions. These and many more questions are critical an imperative for our understanding of student's indiscipline in Nigerian secondary schools.

THE PROBLEM

Considering the interaction between the school curriculum and students' discipline, there is no doubt that the curriculum inadequacies and indeed the un-conducive and unattractive nature of our secondary school environment have great potency for encouraging indiscipline among the students. It would appear that investigations have not given enough attention to this dimension of the problem of indiscipline in Nigerian secondary schools. How do teachers perceive the curriculum as a source of students' indiscipline in Nigerian secondary school today?

PURPOSE AND SIGNIFICANCE OF STUDY

The study was aimed at finding out the perception of teachers of the curriculum as source of indiscipline in Nigerian secondary schools. It was meant to determine the extent to which the adequacy or otherwise of the different components of the curriculum is capable of causing indiscipline among secondary school students.

A study, such as this, is bound to be significant as its findings would help to show how the schooling process contributes to the decay of the system. Specifically, the findings of this study would help teachers to see more clearly how their instructional plans and behaviours have influence on students' attitudes to schooling and discipline. The findings will also show more clearly how the various aspects of the curriculum influence students' discipline and the need to ensure relevance and appropriateness in curriculum planning.

RESEARCH QUESTIONS

1. To what extent the teachers perceive the curriculum as a source of indiscipline in the schools?
2. Which aspects of the curriculum the teachers perceive as significant sources of indiscipline in the schools?

METHOD

This is a survey study employing the *expost facto* design. It used a sample of 300 secondary school teachers randomly selected from public secondary schools in Edo, Delta and Rivers States of Nigeria.

The instrument used for data collection was questionnaire made up of a list of 10 statements/questions on aspects of the secondary schooling process/curriculum as potential sources of indiscipline in schools. The respondents were required to indicate the extent to which each of the items is significant as a cause of indiscipline among students. The responses were scaled on four points and weighted 4, 3, 2 and 1 corresponding to strongly agree (S), Agree (A), Disagree (D) and Strongly Disagree (SD).

The responses were weighted accordingly so as to make possible the computation of means. Decisions were based on the mean scores. The mean score for an item was considered significant if found to be 2.5 and above. To arrive at this theoretical mean, the mid-value of the scale, that is $0.5 + 4.5$ (exact lower limit plus exact upper limit) which is equal to 5 was divided by 2.

RESULT

Below are the results of this study:

Table 1:
**TEACHERS' PERCEPTION OF THE CURRICULUM AS SOURCE OF
INDISCIPLINE IN NIGERIAN SECONDARY SCHOOL**

S.No.	Item	Responses				\bar{X}	Decision
		SA(4)	A(3)	D(2)	SD(1)		
1.	Over-ambitious educational goals	31 (124)	102 (306)	65 (130)	152 (152)	2.37	Ns
2.	Irrelevant educational goals	39 (156)	60 (180)	136 (272)	65 (65)	2.24	NS
3.	Lack of validity and currency of curriculum content	92 (368)	98 (294)	54 (108)	56 (56)	2.75	S
4.	Learning experiences that are not consistent with social reality and the psychological make-up of learns	206 (824)	64 (153)	23 (66)	10 (10)	3.51	S
5.	Boring uninteresting and unmotivating methods of teaching	211 (844)	64 (192)	23 (46)	2 (2)	3.61	S
6.	Inadequate materials, equipment and facilities in the school and classrooms	92 (368)	84 (252)	67 (134)	57 (57)	2.7	S
7.	Teachers' poor knowledge about the subject	54 (216)	61 (183)	118 (236)	67 (67)	2.34	NS
8.	Poor human relations in the school	63 (252)	88 (254)	106 (22)	43 (43)	1.9	NS
9.	Poor and ineffective evaluation procedures	76 (304)	92 (276)	83 (166)	49 (49)	2.65	S
10.	Lack of effective instructional leadership in schools	91 (364)	115 (345)	72 (144)	22 (22)	2.85	S
	Overall	3820	2436	1324	523	2.69	S

S = Significant

NS = Not significant

DISCUSSION

The analysis of data in the foregoing table shows that the teachers have an overall perception mean score of 2.69. This implies that they are significantly perceptive of the curriculum as a source of indiscipline in Nigerian secondary schools. It further implies that rather than help the students to attain desirable

educational goals, the curriculum has been found to be a potent source of indiscipline.

This suggests that the curriculum is unable to develop desirable values in the students. This finding seems to reinforce the views of Bells (1999) that there is growing acceptance of academic achievement as the principal measure of school learning in Nigeria certification has taken over moral training. This implies that the implementation of the school curriculum places high premium on cognitive gains to the neglect of affective.

However, they were more perceptive of aspects of the curriculum than others. According to the result, the teachers were of the view that the Nigerian secondary school is characterised by lack of validity and currency of content' learning experiences that are not consistent with social reality and the psychological make-up of the learners; boring, uninteresting and unmotivating methods of teaching; inadequate materials, equipment and facilities; poor and ineffective evaluation procedures; and lack of effective instructional leadership. Of the six curricular sources of indiscipline, the teachers were of the view that poor and ineffective methods of teaching and school learning that is not consistent with the real needs and problems of students, are the most significant.

The purpose of parents sending their children to school is to avail them the opportunity to learn through the school facilities including the teacher, the curriculum and the entire school environment. The school becomes a happy, interesting and inviting place for children if it is conducive for effective and meaningful learning. But when the curriculum is fundamentally inadequate, irrelevant, poorly implemented and the quality of life is poor in the school, children tend to shift their energies from learning to anti-social activities (Menthol, 1986, Jimoh, 1997). Teachers, as shown in this study, agree with the relationship between students discipline and the school curriculum. The study therefore corroborates the view of Igwebuike (2001) which harped on the need to have a meaningful curriculum capable of engaging the minds of students positively. It also implicates the suggestions by Atu (1999) that schools should do more than they are doing now in order to make schooling attractive to youth and discourage them from social vices which are inimical to national development.

CONCLUSION AND RECOMMENDATION

From the findings of this study, it could be concluded that the school curriculum in Nigeria is a veritable source of students' indiscipline. If it is irrelevant,

unchallenging, unrealistic and poorly implemented, students tend to loose interest in schooling and shift their energies and attention to anti-social behaviours.

It is recommended, therefore, that curriculum planners should be guided by the basic principles in curriculum planning process so as to ensure such criteria as validity, relevance and suitability. The government should realize the need to address those conditions that make the school system function effectively. Teachers should be more acquainted with their instructional and leadership responsibilities to make schooling attractive and rewarding to youths.

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ROLE OF THE ENVIRONMENT IN THE DEVELOPMENT OF PERSONALITY OF THE CHILD

By
Dr. Maqsooda Hussain

ABSTRACT

The future of a nation lies in the hands of future generation. To train, to educate and to prepare the younger generation for future is the responsibility of the elders. To develop a balanced personality is the main aim of education. Therefore, the school teachers should have knowledge of personality. He should also know about various factors that are responsible for personality development. Both environment and heredity are very important in personality development. Child environment includes home and school. An overall atmosphere is very important in the school. It is the responsibility of the teachers to provide conducive environment for learning and personality development. This article will provide some informations to the reader about the development of personality.

INTRODUCTION

The term personality has been derived from a Latin word "Persona" which was the name given to the masks that actors wore during their performance and the characters they portrayed (Mangal, 2000). According to this concept, personality was thought to be the effect and influence, which the individual wearing a mask left on the audience. This meaning of personality has changed little since then. For a layman, personality means the effect, which an individual leaves on other people. Even today comments like, "She has such a poor personality" or "What a fine personality she has" are quite common. We can be misguided by this definition as personality is not just an outwardly image of a person. Psychologists believe that the concept of personality goes further and deeper than mere appearance. Personality is something unique and specific and exhibits self-consciousness as one of its main characteristics. It includes every thing about a person, both outwardly and inwardly qualities. It is not just a collection of so many traits or characteristics.

1. OBJECTIVES

This article would help the reader:

To have some knowledge about personality

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- In making him an effective teacher in developing a balanced personality of a child.
- To have knowledge about the influence of the parents in the development of children's behavior.
- To know what type of school atmosphere should be presented to the children?

2. PERSONALITY

Personality is a term that denotes a whole range of attributes which an individual may be said to possess. Bernard (1972) has defined personality as the sum total one's behavior in terms of physical, emotional, moral, social, aesthetic and spiritual aspects of living as viewed and conditioned by ones fellow human beings. Personality is all that a person is and might be it includes knowledge, skills, ideals, and attitudes, as well as the perceptions he has of other people, it can be seen that personality is a complex concept which may involve his bodily functions, his emotional reactions, his social behavior, his needs and desires, his attitudes and his thinking processes. Feldman (1999) has described the personality as;

Personality encompasses the relatively enduring characteristics that differentiate people – those behaviors that make each of us unique. It is also personality that leads us to act in a consistent and predictable manner both in different situations and over extended periods of time.

Sigmund Freud, the founder of psychoanalytical theory, viewed personality development as the result of genetically determined mechanisms interacting with the environment. The genetic mechanism was common to all humans, but the environment would constrain the ways in which they could operate. Under favorable conditions the interaction of genetic and environmental factor would be reasonably harmonious and would foster normal progression. Under unfavorable conditions, such as an excessively harsh environment, development could be arrested, or fixated. This would result in an abnormal adult personality. thus it can be safely said that through favorable environment personality of a child can be developed.

3. DETERMINATION OF PERSONALITY

Individual is a by-product of both environment and heredity. Some psychologists believe that the role of environment is more important while others feel that it is the heredity that plays crucial role in the formation of personality. This discussion has been carried out since last many centuries and both parties are insisting about the significance of their doctrine. This is an old problem, which has not yet been conclusively solved. But in one thing the entire psychologists agree that

these two factors contribute to the development of personality. The way an individual is like or different from other individuals in his performance and personality is due to these factors.

4. WHY SHOULD TEACHERS KNOW ABOUT PERSONALITY?

The main objective of education is to build up a balanced personality of a child. The child should be helped to have those traits that would enable him to cope with the ever-changing environment of the world. Nations invest millions in the education sector out of their limited resources. Pakistan is no exception. Out of our scare resources, we are spending a lot of money on education. To get the maximum results, the teacher should have knowledge of those factors that influence the personality of a child. Each child has a unique personality of his own. He is different from others and the teacher must have the knowledge of individual differences and their causes in order to teach efficiently and to deal effectively with the students in the class. As it has already been discussed two factors namely heredity and environment are the determinants of personality. teacher can manipulate only environment; therefore she must have some knowledge of it.

5. ROLE OF ENVIRONMENT

Influence of the environment starts much before the birth of a child. Mother's emotional, mental and physical conditions during pregnancy have much impact on the development of a child's personality before birth. Following are the few factors of environment that can affect personality either positively or negatively.

a. Positive Factors

There are many factors that can have positive effect on the development of the personality of a child. Better food is among one of them. Physical development depends solely on the nature of food intake that a child has. Pure clean drinking water facilities are also very important in this connection. Clean environment has positive psychological effect. Cleanliness at home at school and at the surrounding areas is very important. it will keep the child healthy both physical and mentally. The child must have opportunities of physical exercise. Better educational facilities, love and affection are among some of other factors, which have positive influence on the development of child personality.

b. Negative Factors

There are many factors in the environment that can have a negative affect on the development of the personality of the child. If a child has any physical or psychological problems, his personality development would definitely be

affected. Home atmosphere is also yet another important factor. If both parents are living a happy life the children will have pleasant nature. But if parents have differences then the children would have adjustment problems. The parents should also treat all children equally. Teachers' harsh attitude effects the personality development. Imbalance food would also affect the healthy development of the children.

c. **Role of Parents/Family and Home**

The family, says Bertrand Russell, is the most ancient of human institutions. A genuinely united family is one of the greatest possible sources of happiness of all the members. Their common parenthood enriches the affection between husband and wife and the child comes to be the greatest source of union and sacrifice. Family has always played the most important role in the educational process of the child. If a child has a happy family, he will be properly trained for the education. Parents are the most effective teachers. They influence the child in his initial experiences; they are with him in the most impressionable time; and they have their children for comparatively continues, time intervals. (Bernard, 1972)

Environment at home plays an important role in shaping personality from early infancy. The first environment, the child moves in, is his home. Child first interaction with the world is the contact with his parents and other family members. There are several empirical evidences which support that childhood experiences are decisive determinants of personality in later life. The type of training and early childhood experiences play in important role in the development of personality. General moral pattern prevailing in the family affects child personality very much. The good relations between parents and satisfaction with each other have positive effects on child personality. Scott in (1939) presents following results from his study of parent-child relationship.

- (i) Children coming from homes having good moral pattern, were better adjusted, more independent and more satisfactorily related to their parents.
- (ii) Those coming from homes showing family discord pattern were, generally, poorly adjusted in their social environment. Good family moral is productive of desirable personality traits.
- (iii) Economic factor. Economic factors also influence the development of personality. Poverty of parents and lack of money to fulfil the legitimate needs of children leads directly to certain kinds of frustration.

Mother is the first teacher of a child and home is the place where he starts learning. The early days of his infancy and childhood are very critical. His experiences of this age have lasting impact on his personality. It is the duty of both mother and father to provide a better home to their children. The following are among some of the points of a guideline that could help mothers.

- Balanced diet for the child would enable her to have healthy babies.
- Proper attention in physical ailments otherwise the child will get anxious, hostile, aggressive, withdrawn, anti-social.
- To know the significance of child's liking and disliking.
- Give them your time and communicate with them. It will improve their language skills. Thinking ability and socialization process.
- Give them encouragement, especially when they try to perform any new activity, like trying to eat or to put on shoes.
- Never command them like "do not do this". Give them positive command like 'do this'.
- Do not show your preferences among your children if you have any. Try to treat all of your children equally.
- Never scold the child before others, especially before his friends.
- Always remember that your child has a complete personality give him due importance.

6. ROLE OF SCHOOL

School plays an important role in the development of a child. He spends significant time in the school between the ages of 6-20 years. In the school scope of child's experiences expand and his horizon is broadened. He has a larger group to interact coming from different groups of society. All of them have their own economic, social and cultural background. These experiences influence his personality development. He develops the liking and disliking, confirming the rebelling, adjusting and mal-adjusting and so many other social attitudes in the school.

Obviously the child's personality is already shaped before he comes to school. Here the teacher substitutes the parents and his behavior has a deep impact on child personality. The school poses totally different types of problems to be solved, new taboos to be accepted and new models of imitations are presented before him. These models can be the teachers or senior students of the school. The overall environment of the school is also very important in personality development

of the child. The environment can be either democratic or authoritative and it can contribute its share in developing personality likewise. Stones (1971) has stated that;

Schools, which fail to provide a stimulating atmosphere, will fail to develop satisfactory patterns of emotional and intellectual behavior in the child. Research into the way in which authority is exercised in the class indicates that a democratic regime is more efficacious than a 'laissez-faire' or authoritarian regime.

7. ROLE OF TEACHER

Bernard (1972) states that the prime requisite for a nation's mental health is a corps of properly trained and personally adequate teachers. It has been well said that no system of education is better than its teacher. How pupils achieve in school, how they behave, and particularly how they view themselves is, to a remarkable degree, function of teacher personality. Although print media and a number of other audio-visual aids have brought a revolution in the field of education, yet the role of teacher has not been replaced. Teacher's role is still the most important. It is he who is behind every aid and no teaching aid can be operated without him. The way he dresses, the way he walks, the way he handles them, the way he teaches, the way he caters their needs and so many other things have a lasting impact on the personality of his students. Numerous experimental and observational studies confirm the fact that pupils learn what a teacher is as well as what he says. Bernard (1972) explains;

Pupils absorb his attitudes, they reflect his moods, they share his convictions, and they imitate his behavior and they quote his statements. Experience attests to the fact that such problems as motivation, discipline, social behavior, pupil achievement, and above all, the continuing desire to learn all centres around the personality of the teacher. Teacher personality is the prime item in pupil success.

7.1 TEACHER'S ROLE AND SOCIAL CLIMATE IN THE CLASS

The social climate of the class will mostly depend on how a teacher carries himself in the class. An authoritarian teacher will establish an autocratic climate and democratic teacher will create a different kind of climate. These differences among the attitude of teachers will create differences in the personality of students. The classical experiment by Lewin, Lippit and White in 1939, (Chauhan, 1994) threw light on the type of social climate created by authoritarian, democratic and Laissez faire teachers and their corresponding influences on student's personality development. The results of this study are as follows:

- a. Autocratic atmosphere tended to create aggression and hostility.

- b. The democratic set up led to constructive thoughtful and co-operative behavior. Generally the quality of work done was better in the democratic group. Students liked democratic procedure. No body liked the laissez fair situation.

Following table shows the effect of different types of leadership and their impact on students' behavior.

Table-1
LEADERSHIP AND REACTIONS OF STUDENTS

Sr. No.	Type of Leadership	Behavior	Student's Behavior
1.	Autocratic Teacher	1. Constant check on students. 2. Rigid discipline 3. No praise of students 4. Believes that students can not be trusted	1. Submission revolts and dislike. 2. Buck passing is a common occurrence. 3. Unwilling to co-operate and leads back biting. 4. Warship markedly when the teacher leaves the class.
2.	The Democratic Teacher	1. Shares planning and decision making in the class. 2. Helps individually. 3. Encourages group participation as much possible. 4. Praise and criticism given objectively.	1. Pupils like work, each other and teacher better. 2. Quantity and quality of work are very high. 3. Students praise each other and assume responsibilities at their own. 4. There are few problems of motivation
3.	The Laissez faire teacher	1. Has little confidence in students or belief that they should be left alone. 2. Has difficulty in making decisions. 3. Have no clear-cut goals. 4. No help, no advice no encouragement.	1. Poor morale 2. Buck passing and irritability. 3. There is no teamwork. 4. No one knows what to do.

Source: Chaubhan, S.S., Educational Psychology. (p.529-530).

Stones (1971) also agrees to this and says:

Schools, which fail to provide a stimulating atmosphere, will fail to develop satisfactory patterns of emotional and intellectual behavior in the child. Research into the way in which authority is exercised in the class indicates that a democratic regime is more efficacious than a 'laissez faire' or authoritarian regime.

Thus, we can easily conclude that democratic approach is better than autocratic approach in developing good personality traits. It permits maximum personality development for each child, prepares him for group living and for making his own decisions and gives superior training in emotional self-control. Another very important factor in the development of personality is that the failure and the experience of failure have painful effect on children and leave a permanent impression on the personality of children. Studies have show that children who repeatedly fail in examinations are rated as cruel, unfriendly, unhappy, quarrelsome, impolite, boastful and selfish.

7.2 ATTITUDE OF TEACHERS

The attitude of teachers towards teaching is yet another important component of personality development of the students. Teachers have different opinions about teaching. Some believe that students should not be encouraged to ask question in the class. Instead they should listen the teacher. There are others who believe that the students should actively participate in the class activity. A good teacher is one who always creates a warm, friendly atmosphere in the class. Teaching should be accommodative to the needs of the children. He must have a sympathetic attitude toward deviant children – children who deviate from normal norms. The teacher must try to locate the causes of antisocial behavior and help the children to improve their personality.

Teacher can play the pivotal role in the development of child personality. Every child has a complete personality, which is unique in nature, and the child wants its recognition. Teacher should make them feel that she considers them very important and each child is equally important for her. If a child feels that he is being neglected he will develop negative attitudes. Like wise sometimes a student suddenly lacks interest in studies. If the teacher were a true teacher she would investigate the cause of this and would help him in comeback. In the last it can be concluded that the environment of a child plays very important role in the development of the personality of a child. This environment includes the home, the school, the teacher and many other social factors. The school has an important role to shape the personalities of

children by creating better emotional atmosphere, a democratic environment, providing them maximum exposure to the outer world in form of school excursion and field trips, better teaching methods, involving them in school activities through Students' Councils, use of catharsis in tutorial groups, and by providing guidance and counseling.

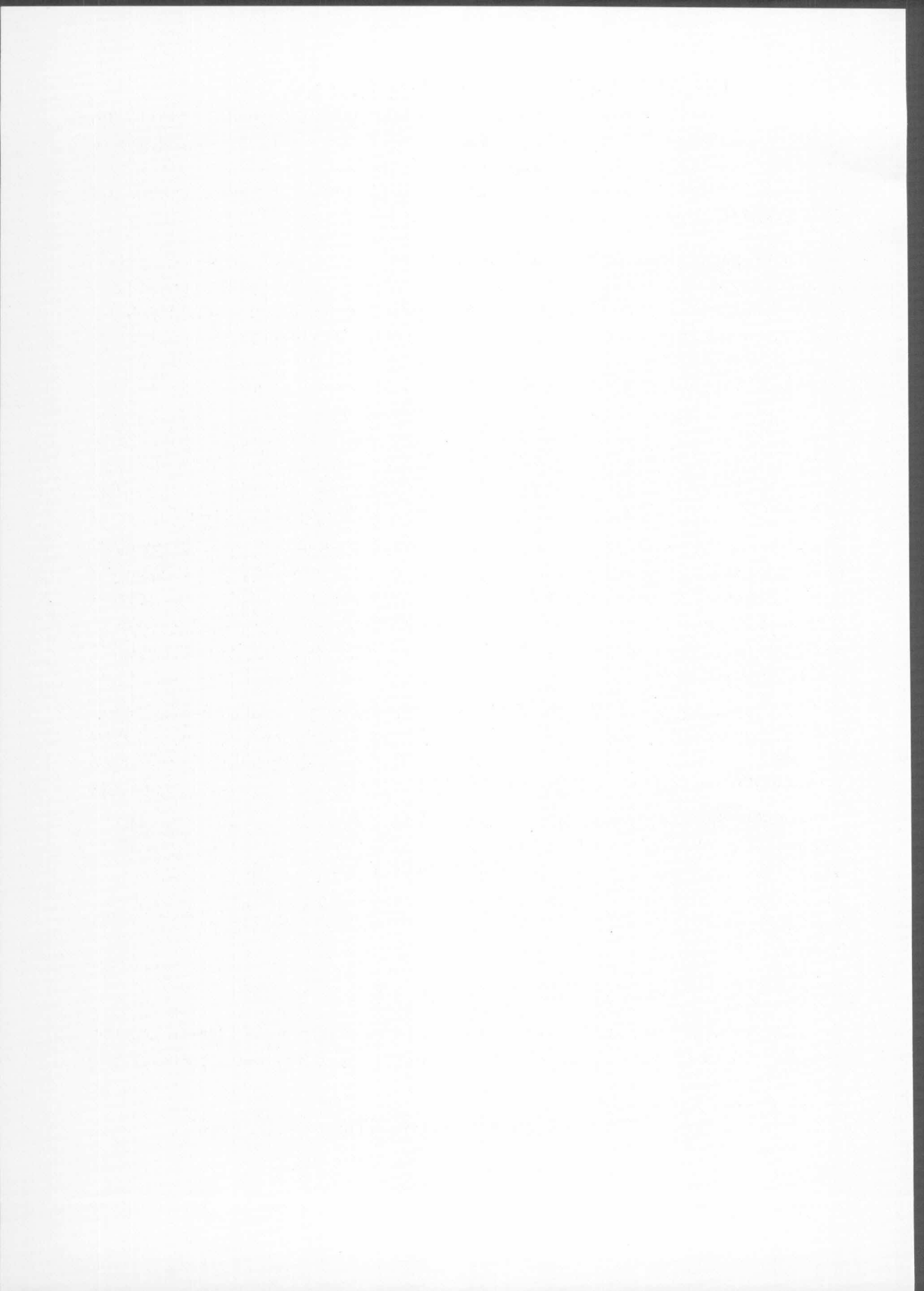
8 CONCLUSION

Education is the most important sector in the development of any country and its people. If we want to progress, we must improve both quantity and quality of this sector. The child lies at the core of this system. The effectiveness of the system is based on the quality of education that a child gets from the school. We, the teachers must make efforts to make the education system more effective. Home environment of each child is different. There are many forces that cause individual differences in children. Every child has a unique personality. He is different from other children. The teacher should keep these differences in mind in a class. The traditional stereotype of teacher as one who usually stood in the class before his students and who was always telling them one thing or other is no more in the class. Now he has to include his pupils in class activity. He is now fully aware about the fact that how the environment influence the abilities of the child. The present teacher has to be more versatile and more adaptable than the teacher of the past is. He has to know more about the personality of the child and he has to devote more time to the child.

How the personality of a child is developed? What is the role of environment in the development of the personality of a child? How the teacher can influence the child? How the overall atmosphere of the school affects a child development? These are some of the questions that every teacher wants to know. This article would help the teacher to have the answers of these questions.

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ISLAMIZATION OF THE ECONOMY

By
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INTRODUCTION

This paper deals with the efforts made by various governments towards Islamization of the economy of Pakistan. It also presents the level of the extent the efforts have been successful to achieve the targets and their implications. Finally, steps have been proposed so as to expedite this process in the country.

ISLAMIC ECONOMIC SYSTEM

The nature of the Islamic Economic System is such that it has to operate within the board ethical framework of Islam in which a set of rules lays down the norms of the economic behaviour. The economic activity under the Islamic Economic System is guided by socially desirable objectives and moral values.

Islam makes it socially obligatory to engage in activities, which provide for necessities of life so that the people at large do not suffer. The Islamic Economic System is based on the "Quran" (Muslim's Holy Book). Under the Islamic Economic System production and trade of certain undesirable goods has been prohibited. This provides the concept of allocating resources for production of socially desirable goods. Trades, which cause indecency and immorality, are prohibited. Although the individual's rights of property ownership have been recognized in Islam, this is an interim ownership since the ultimate ownership of all resources rests with God. The individual economic behaviour of a person is governed by moderation in consumption and abstinence from all prohibited practices.

Under the Islamic Economic System, workers are treated as supreme. The employers have been given rules of conduct concerning the hiring of employing the labour. The workers should be treated fairly and should also be given reasonable wages by employers. The worker is not to be burdened with exercise and heavy work beyond his physical capability. The workers are also required to discharge their duties honestly and not to do anything unjust against their employers.

ISLAMIC ECONOMIC SYSTEM IN PAKISTAN

The government or state can take a number of taxation measures. The state has to collect "Usher" and "Zakat" for the welfare of the community. Usher is a

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“compulsory collection from land owners possessing more than 12 acres of land at a rate of 5 percent of the value of their crops after allowing cost of production”. (Iqbal, 1989: p. 65).

According to the First Schedule of Zakat, by Zakat (we) mean “the compulsory annual deduction is made in respect of eleven types of assets: saving bank account and certificates, deposits certificates, National Invest Trust (NIT) units, Investment Cooperation of Pakistan (ICP) mutual Fund certificates, government securities, shares of companies and statutory corporations, annuities, and provident funds, at the rate of 2.5% of the face value, paid-up value, surrender value, etc as the case may be. In addition to these compulsory educations Zakat is also collected on the voluntary basis by the Zakat Committees”. (Haque, 1987: pp. 452-53).

The levy of Zakat affects economy in a variety of ways. It discourages concentration of Wealth and redistributes it to the poor, there by enhancing the social welfare of the community. Zakat, if properly delivered, serves as a social insurance since it is distributed among the poor and the needy.

The process of Islamization of the economy was started on a very modest scale in 1978-79, in Pakistan. Two areas were chosen for the initiation of the process of Islamization of the economy, viz, elimination of interest and implementation of Zakat.

ELIMINATION OF INTEREST

This process started in November 1977 with the appointment of a Panel of Economists and Bankers by the Council of Islamic Ideology, to suggest a complete blueprint for an interest-free economic and financial system for the country. In addition, other committees were set up during the course of the past five years to study the problems of the existing system and advise the government. On the basis of the report submitted by the Panel of Economists and Bankers in February 1980, and the advice of other committees, the government launched a phased programme for elimination of interest from the economy.

According to this phased programme, in phase I, effective from July 1,1980, the elimination of interest was suggested from:

- A. Government transactions, and
- B. Operations of Banks and other Financial Institutions.

In phase II, effective from July 1, 1981, the recommendations were to eliminate interest completely from the assets side of the banks and other financial institutions relating to domestic transactions and the remaining elements of interest in the domestic transactions of the government.

In the third phase, effective from January 1, 1982, the recommendations were that banks should not accept deposit on an interest basis from the public. They should accept fresh deposits only on a profit and loss sharing basis. Interest should be eliminated from inter-bank transactions and these transactions should be carried out on a profit and loss sharing basis. The State Bank should not provide finance to banks and other financial institutions on an interest basis and should bring necessary charges in the monetary policy. The actual process was not implemented according to the proposed schedule, but was introduced rather slowly. The major steps taken in this regard are summarized below:

- i. *In 1979, three public sector corporations, namely House Building Finance Corporation (HBFC), Investment Corporation of Pakistan (ICP), and the National Investment Trust (NIT) were asked to conduct their operations on an interest-free basis.*
- ii. *In June 1980, a new financial instrument named Participation Term Certificate (PTC) was introduced to replace debentures.*
- iii. *From January 1, 1981, Profit Loss Sharing (PLS) accounts were introduced in all branches of commercial banks side by side with the conventional accounts.*
- iv. *From January 1, 1985, the parallel system of interest based and interest-free based counters in commercial banks was stopped and all new banks and other financial institutions were provided finance on the basis of non-interest system.*
- v. *From April 1, 1985, financing in case of firms and individuals was required to be provided on the basis of non-interest modes of financing.*
- vi. *From July 1, 1985, banks were prohibited to accept any interest bearing deposits. All deposits were to be on profit loss sharing basis except deposits received in current accounts on which no interest or profit was to be paid.*

According to a Government announcement, with the measures introduced from July 1, 1985, the process of elimination of interest from the economy was completed with the exception of the Government sector and international transactions. (Iqbal, 1989: pp. 61-63). This implies that so far the interest free system has not been implemented in all sectors of the economy.

The Pakistan government has also struggled to eliminate "interest" in the banking system of the country. The government intended to replace the present system by the Islamic System of Banking. In this context, a committee headed by a senator comprising eminent economist and Muslim scholars had been constituted. This committee looked into the matters regarding the elimination of interest from the banking system. Similarly, up to now all governments have taken up this matter, but unfortunately none of them could have succeeded in replacing the present system of interest with that of Islamic Economic System.

IMPLEMENTATION OF ZAKAT AND USHR

The collection and distribution of Zakat was institutionalized in June 1980 by promulgation of the Zakat and Ushr Ordinance. Collection of Zakat was enacted from the date of the ordinance while the collection of Ushr was enacted from March 1983. The institutional arrangements of the collection of Zakat are spread over all provinces and the Capital Territory of Islamabad. There are 36,672 local Zakat Committees in addition to 294 tehsil/taluq/sub-divisional committees, 73 District Zakat and Ushr Committees, 4 Provincial Zakat Councils, and one Central Zakat Council at Federal level. About 250,000 persons are working on a voluntary basis on these committees. (Haque, 1987: p. 452-53). The present Government, under the Poverty Alleviation Programme has provided a significant support to the needy persons by enhancing the amount of Zakat money up to Rs.5000/- per individual.

CONCLUSION

Finally, we conclude that enough emphasis has been placed on the need for systematic structural changes in the economy. The government believes that the need for such structural changes extend to the educational system where concrete programmes of action for human resource development are necessary to meet the requirements of employers in the labour market. In this context, we suggest that there is a need to establish a significant relationship between the educational system and the labour market so that maximum cooperation in the implementation of an integrated economic strategy can be achieved. The economic structure of a country significantly influences the education system, its outputs and their demand in the labour market. The implication is that the education system and the labour market of Pakistan are either dependent upon or influenced by the overall economic development of the country. In this context concerted efforts with the true spirit of Islam are needed. It should come from top to the bottom as it was done in the period of Holy prophet Muhammad (PBUH) and Khilafat-e-Rashida (the period of first four caliphs).

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PROVISION OF RECREATIONAL ACTIVITIES IN NIGERIAN PRISONS

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Dr. Usiwoma Enuku**

ABSTRACT

The poor condition of facilities available to inmates in Nigeria prisons has been a point of criticism of Nigerian governments particularly during the military regimes of General Ibrahim Bobangida and Sani Abacha. Individuals and Human Rights Groups have continued to highlight the serious inadequacies in sleeping facilities, sanitary conditions, medical facilities and even food allocations. None of these reports have focused on the recreational facilities for these inmates, perhaps because they were oblivious of the importance of recreation to the inmates. This study was, therefore, designed to determine the status of recreational activities in Midwestern Nigeria prisons. The researchers using a combination of checklists and oral interviews visited all the fifteen prisons in the old midwestern region of Nigerian to solicit information from prisons welfare officers. Results show that there were policy provisions for recreational activities for inmates. However, in actual practice neither recreational activities nor personnel for coordinating such activities nor the basic facilities were provided for the inmates. In all the prisons, however, some indoor games, and open fields for soccer were available. The results also show that inmates preferred these indoor games and soccer perhaps because they were the only available options.

INTRODUCTION

The importance of recreational activities to healthful living, particularly at this present age of technology, is no longer in doubt. In fact, literature is replete with the attributions of recreational activities to the maintenance of good health and longevity. At the global level, a truly international effort and involvement of all World Leisure and Recreation Association Education Commission Members

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(WLRAEDCOM) resulted in three position statements, which were ratified in September 1998 by the World Leisure and Recreation Association (Rukskin, 2000). The three statements are:

1. Leisure Education and Community Development
2. Leisure Education for Populations of Special needs, and
3. Leisure Education and Health at Risk.

The position statement number 2 Leisure Education for Population of Special Needs is of particular advance to this study. This statement emphasizes that people with special needs should be provided with adequate leisure facilities and physical space to help them realize leisure benefits.

Inmates of Nigerian prison constitute a population with special needs for several reasons. They are not only suffering from the usual congestion that is often reported but also inadequacies in terms of provision of basic welfare services essential for life. In 1997, the Civil Liberties organization (CLO) a Human Right Group reported serious inadequacies in sleeping facilities, sanitary conditions, water supply, medial facilities and food allocation (CLO, 1997). According to this report, these factors resulted in poor health among inmates and increased death rate estimated at seven deaths a week at the Kirkiri Prisons in Lagos alone.

Although no specific mention was made about the state of recreational facilities in the CLO's report, it appears the situation may not be different. Judging from the benefits of recreational activities to reducing anxiety, stress and depression (Martinson and Stephens, 1994), enhancing self esteem (Gruber, 1986, AcAuley, 1994) as well as improving mood and a sense of well being (McDonald and Hodgden, 1991; Abele and Brehm, 1993) the need for adequate provision for recreational activities in Nigerian prisons becomes very crucial. This is particularly important because of the over crowded cells and the general poor conditions earlier stated.

The prison is a place for correction, hence in developed democracies; adequate provision is usually made for the welfare of inmates. Prison policies have, therefore, continued to support education programmes. The United Nations Economic and Social Council resolution of 24th May 1990 in prison Education for example states that

"All prisoners should have access to education programmes including Cultural, Physical Sports and Recreational activities"

Similarly, the council of Europe on Education in Prison recommends that prisoners should have access to education that consists among others of physical

activities, recreation, sport and social education. In Denmark for example, all prison wards are provided with recreational facilities for exercise, sport and bodybuilding (Ministry of Justice, Department of Prison and probation, 1990). In the Netherlands, prison officers are trained to guide and supervise participation in recreational activities by prisoners. (EPEA News letter 12, 1997).

In Nigeria the Prison Standing Orders (1961), which is the policy document for prison administration states that

'Arrangement shall be made at every prison for physical recreation for all prisoners under the age of 40 years ... suitable sports clothing may be issued for the use of the prisoners for these activities'

It is also stated that it is the duty of every superintendent to do all possible to stimulate interest in outdoor games by prisoners. In this regard, every facility will be provided for team competitions.

From the foregoing policy statements; it is obvious that Nigerian prison administrators realize the importance of recreation to the health of prisoners. This study is, therefore, designed to determine how far these policy statements are being translated into reality.

RESEARCH QUESTIONS

The study will provide answers to the following research questions:

1. What is the status of recreational activity programmes of Midwestern Nigerian prisons in terms of policy and provision of necessary inputs?
2. What types of facilities are available for recreation in Midwestern Nigerian prisons?
3. What types of recreation activities are available for inmates of these prisons?
4. What types of recreational activities do inmates of Midwestern Nigerian prisons prefer?

METHOD

The study covered all the existing fifteen prisons in Edo and Delta states which constitute the former Midwestern region of Nigeria.

SUBJECTS

All the fifteen prison welfare officers in these prisons provided information for the study.

INSTRUMENT AND DATA COLLECTION

The method used in collecting data was a combination of oral interviews and a checklist.

The researchers visited each of the fifteen prisons and held interviews with these officers. The result of the interviews also enabled the researchers to complete the checklist. The welfare officers could not complete the checklist or questionnaire because it was against their standing rules and regulations to give out such information to the public. The collection of data, therefore, was done under strict confidence.

RESULTS AND DISCUSSION

The results are presented in the tables as follows:

Research question 1: What is the status of recreation programme in terms of interest of inmates and provision for recreational activities?

Table 1:
**PRISON WELFARE OFFICERS' PERCEPTION OF
THE STATUS OF RECREATIONAL ACTIVITIES IN
MID WESTERN NIGERIAN PRISONS.**

S. No.	Questions	Responses	
		Yes	No
1.	Are inmates interested in recreational activities	15	0
2.	Do prison authorities agree that recreation is necessary for inmates?	15	0
3.	Do inmates have a period provided for recreation?	15	0
4.	Are recreational activities provided for inmates adequate?	0	15
5.	Are there qualified personnel for co-coordinating recreational activities?	0	15
6.	Are inmates provided with sports clothing for recreational activities	0	15

The responses in table 1 show the perceptions of the welfare officers with regard to the status of recreational activities in Midwestern Nigerian prisons. In theory, some of the responses (item 1 and 2) support the position of the United Nations (1990), Council of Europe (1990), that inmates need recreational and exercise facilities in the prisons. These views also agree with the beneficial effects of exercise and recreation (Gruber, 1986, McAuley, 1994.). Though prison welfare officers agreed that it is necessary for these facilities to be provided, in actual practice, the inadequate provision in term of recreational facilities, qualified

personnel (item 4 and 5) agree with the civil Liberties Organisation assertions that there were severe inadequacies in terms of existing welfare conditions of inmates (CLO, 1997).

Research question 2: What types of facilities are available for recreation in Midwestern Nigerian prisons?

Table 2:

TYPES OF RECREATIONAL FACILITIES AVAILABLE FOR INMATES

Types of Recreational Facilities	Frequency in 15 Prisons Visited
Table Tennis Boards	10 (67%)
Soccer Fields	15 (100%)
Volleyball Courts	3 (20%)
Badminton Courts	2 (13%)
Indoor Games (Card, Ludo, Draft)	13 (87%)

Data in table 2 shows that all the 15 prisons have facilities for soccer, 13 have indoor games and 10 table tennis boards. This was probably due to the fact that most of the inmates showed preference for these games as shown in the data in table 4. Another possible explanation is probably because a football pitch is easy to provide since it may just be a large open piece of land without the necessary well-made goal posts and nets.

Indoor games (card, ludo, and draft etc.) was available in 87% of the prisons. The reason for this perhaps due to the fact that these games need no facilities. All that is needed may be provided by individual inmates. This may also explain their popularity. They are easy to provide and can be played even within the small cells of inmates. In addition, indoor games are very useful as a form of recreational activity particularly to people in solitary confinement.

Eleven of the 15 prisons have dances as recreational activities. These ranged from gospel music / dance to traditional dances organized by inmates without any technical instrument, but which provide very good opportunities for social interaction and "feeling good".

Research question 3: What types of recreational activities are available to inmates in Midwestern Nigerian prisons?

Table 3:
TYPES OF RECREATIONAL ACTIVITIES

Recreational activities	Frequency in 15 Prisons
Volleyball	3 (20%)
Football (soccer)	15 (100%)
Table Tennis	10 (67%)
Badminton Courts	2 (13%)
Indoor Games (Card, Ludo, Draft)	13 (87%)
Painting / Art works	5 (33%)

Table tennis was played in 10 out of the 15 prisons. This activity was done not only because of the interest but also because of the fact that boards were available as shown in table 2. Table tennis was played only in prisons with table tennis boards.

Other recreational activities in the prisons include artwork in 5 of the 15 prisons, badminton in only 2 of the 15 prisons. Those activities were not widespread perhaps due to lack of the basic facilities, equipment and supplies. Perhaps these basic equipment / supplies were provided in only a few prisons hence the games were played in only those places. Arts and craft were also done by inmates where basic materials made available to them. These materials were always in short supply and hence only a few prisons had this type of recreational activity.

Research Question 4: What types of recreational activities are preferred by inmates of Midwestern Nigerian prisons?

Table 4:
INMATES' PREFERENCES OF RECREATIONAL ACTIVITIES

Activities	Frequency (%)
Indoor games (Ludo, card, draft games)	15 (100%)
Soccer	15 (100%)
Dances	7 (46%)
Table tennis	3 (20%)

Data in table 4 shows the activities that inmates enjoy most of the time. Given the popularity of soccer in Nigeria, it is obvious why it is one of the recreational activities preferred by inmates in all the 15 prisons under study. The probable reasons for this preference as mentioned earlier is probably that all that was needed to play a game of soccer was an open field without the necessary well constructed goal posts and nets. Soccer game is interesting and could also be played without the technical equipments and facilities required in such other games like table tennis, basketball, cricket, etc.

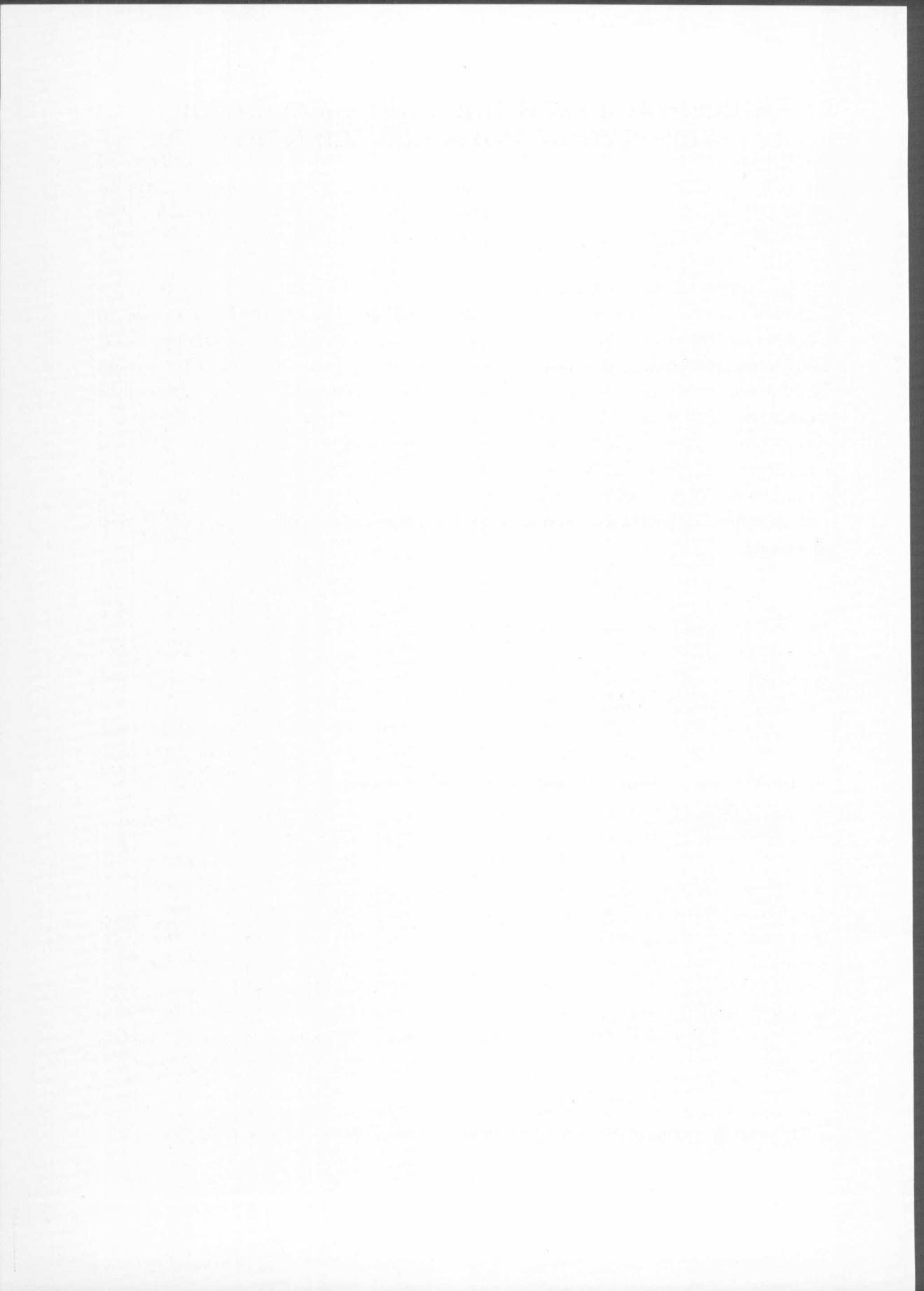
CONCLUSION AND RECOMMENDATIONS

The results of this study clearly indicate despite the importance of recreational activities to prison inmates and the level of interest demonstrated by inmates in Nigerian prisons, provision for recreational activities is still neglected. The status of health of these inmates who were sometimes left awaiting trial for several years can be better imagined than described.

There is an urgent need for prison reform generally in Nigeria and in particular with regard to inmates' participation in recreational activities. Such reforms should include adequate provision for personnel to handle recreational activity programmes, provision of recreational facilities as well as time for participation in recreational activities by inmates.

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DELPHI AS A TECHNIQUE OF RESEARCH FOR EDUCATION AND SOCIAL SCIENCES

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In natural science research follows a specific set of procedures based on the scientific method of enquiry or experimental method. The requirements of natural sciences are simple as objectivity and factual positions are the main criteria. While conducting research in education or any other social field, a lot of other factors besides objectivity and factual positions are to be taken into account. Although it cannot be denied that this criteria and application of scientific method make a research in any field a worthwhile activity, but at the same time human factor has a significant importance in education and social sciences. In these disciplines one has to take into account individual differences, not only in respect of personalities but also in respect of their views and feelings. Delphi as a research tool is helpful in such situations.

Delphi technique was developed in 1969 by the RAND corporation, USA for technological forecasting. Later on, the US government enhanced it as a *group decision making tool* along with other techniques. It became a tool with which experts could come to some consensus of opinion when the decisive factors were subjective and not knowledge based. (<http://>)

In the USA, Delphi worked well when trying to prioritize national fundings for projects among different States with conflicting goals or if the scale of decision-making problem was very large.

When used in any social science or education, the objective of most Delphi applications is the reliable and creative exploration of ideas or the production of suitable information for decision making. The Delphi method is based on a structured process for collecting and distilling knowledge from a group of experts by means of a series of questionnaires interspersed with controlled opinion feedback (Adler and Ziglio, 1996). According to Helmer (1977), Delphi represents a useful communication device among a group of experts and thus facilitates the formation of a group judgement. Wissema (1982) underlines the importance of the Delphi Method as a monovariate exploration technique for technology forecasting. He

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further states that the Delphi method has been developed in order to make discussion between experts possible without permitting a certain social interactive behavior as happens during a normal group discussion and hampers opinion forming. Baldwin (1975) asserts that while lacking full scientific knowledge, the decision-makers have to rely on their own institution or on expert opinion. The Delphi method has been widely used to generate forecasts in technology, education, and other fields (Cornish, 1977).

The Delphi method makes use of a panel of experts, selected based on the areas of expertise required. The notion is that well-informed individuals, calling on their insights and experience, are better equipped to predict the future than theoretical approaches or extrapolation of trends. Their responses to a series of questionnaires are anonymous, and they are provided with a summary of opinion before answering the next questionnaire. It is believed that the group will make converge towards the "best" response through this consensus processes. The midpoint of responses is statistically categorized by the median score. In each succeeding round of questionnaires, the range of responses by the panelists will presumably decrease and the median will move towards what is deemed to be the "correct" answer.

The Delphi method is an exercise in group communication among a panel of geographically dispersed experts (Adler and Ziglio, 1996). The technique allows experts to deal systematically with a complex problem or task. The essence of the technique is fairly straightforward. It comprises a series of questionnaires sent either by mail or via computerized system, to a pre-selected group of experts. These questionnaires are designed to elicit and develop individual responses to the problems posed and to enable the experts to refine their views as the group's work progresses in accordance with the assigned task. The main point behind the Delphi method is to overcome the disadvantages of conventional committee action. According to Fowles (1978), anonymity, controlled feedback, and statistical response characterize Delphi. The group interaction in Delphi is anonymous, in the sense that comments, forecasts and the like are not identified as to their originator, but are presented to the group in such a way as to suppress any identification.

PROCESS USED IN DELPHI

In the original Delphi process, the key elements were: (1) structuring of information flow; (2) feedback to the participants; and (3) anonymity for the participants. Clearly, these characteristics may offer distinct advantages over the conventional face-to-face conference as a communication tool. The interactions among panel members are controlled by a panel director or monitor who filters out

material not related to the purpose of the group (Martino, 1978). The usual problems of group dynamics are thus completely bypassed. Fowles (1978) describes the following ten steps for the Delphi method:

1. Formation of a team to undertake and monitor a Delphi on a given subject.
2. Selection of one or more panels to participate in the exercise. Customarily, the panelists are experts in the area to be investigated.
3. Development of the first round Delphi questionnaire.
4. Testing the questionnaire for proper wording (e.g., ambiguities, vagueness).
5. Transmission of the first questionnaires to the panelists.
6. Analysis of the first round responses.
7. Preparation of the second round questionnaires (and possible testing).
8. Transmission of the second round questionnaires to the panelists.
9. Analysis of the second round responses, (Steps 7 to 9 are reiterated as long as desired or necessary to achieve stability in the results).
10. Preparation of a report by the analysis team to present the conclusions of the exercise.

Delphi uses a series of three questionnaires. People from different strata who are linked in one or the other way with the area under study are chosen for sample of the study. A questionnaire is sent to the sample. Their responses are analysed and results of analysis are sent to the same sample with the same questionnaire with a request to see if they were ready to reconsider their opinion.

Then, the second questionnaire is analysed and results are sent to the respondents to see if they were ready to reconsider their views. The results of the third questionnaire are often considered final. A respondent whose views deviate too far from others, is also asked to give reasons for his answers. In this way Delphi is used for opinion formation through polling, aggregation and feedback.

Delbecq et al., (1975) argue that the most important issue in this process is the understanding of the aim of the Delphi exercise by all participants. Otherwise the panelists may answer inappropriately or become frustrated and lose interest. The respondents to the questionnaire should be well informed in the appropriate area (Hanson and Ramani, 1988), but the literature (Armstrong, 1978; Welty, 1972) suggest that a high degree of expertise is not necessary. The minimum number of participants to ensure a good group performance is somewhat dependent on the study design. Experiments by Brockhoff (1975) suggest that under ideal circumstances, groups as small as four can perform well.

Before deciding whether or not the Delphi method should be used, it is very important to consider thoroughly the context within which the method is to be applied (Delbecq et al. 1975). A number of questions need to be asked before making the decision of selecting or ruling out the Delphi technique (Adler and Ziglion, 1996):

- What kind of group communication process is desirable in order to explore the problem at hand?
- Who are the people with expertise on the problem and where are they located?
- What are the alternative techniques available and what results can reasonably be expected from their application?

Only when the above questions are answered, can one decide whether the Delphi method is appropriate to the context in which it will be applied. Adler and Ziglion (1996) further claim that failure to address the above questions may lead to inappropriate applications of Delphi and discredit the whole creative effort.

The outcome of a Delphi sequence is nothing but opinion. The results of the sequence are only as valid as the opinions of the experts who make up the panel (Martino, 1978). The panel viewpoint is summarized statistically rather than in terms of a majority vote.

USES OF DELPHI

Delphi studies have been used for a number of purposes in future research. They have been considered useful for predicting the alternatives futures in addition to those indicated by current trends; for identifying expected societal and technological innovations and for estimating the probability and time of occurrence of each of a number of alternatives. In education, Delphi technique has been suggested for programme planning, where selection of a strategy is required to meet a given set of objectives from a number of alternatives. (http.)

Another use of Delphi in education has been made to identify or formulate educational goals or to obtain group value judgements. Rather than being asked to make predictions about future events, respondents are asked to provide judgements usually in the form of derivability of goals or priorities.

Lypfert and Gant have used Delphi to elicit preferences from the faculty of the school of education at the University of Virginia and other concerned individuals. Lypfert and Gant have stated that the need behind their study was to

clarify and assess the wishes, aspirations and opinion of experts as well as clientele regarding objectives of the School of Education at Virginia University. They concluded that Delphi could be used in formulating targets for the school and was in fact a technique that could provide valid data for planning purposes. (http.)

Waldron is of the view that Delphi has the greatest value when it is used as a pedagogical tool for providing a framework or when individuals are motivated to pull together pieces of information.

Weaver believes that one of the most promising areas for the use of Delphi is its use as the planning tool to probe the priorities regarding education. The method has some limitations. Some researchers have discovered that group's opinion is greatly influenced by a highly dominant individual. Another difficulty is noise – irrelevant material that obscures the directly relevant material. (http.)

CRITICISM ON DELPHI

The Delphi method has got criticism as well as support. The most extensive critique of the Delphi method was made by Sackman (1974) who criticizes the method as being unscientific and Armstrong (1978) who has written critically of its accuracy. Martino (1978) underlines the fact that Delphi is a method of last resort in dealing with extremely complex problems for which there are no adequate models. Helmer (1977) states that sometimes reliance on intuitive judgement is not just a temporary expedient but in fact a mandatory requirement. Makridakis and Wheelright (1978) summarize the general complaints against the Delphi method in terms of (a) a low level reliability of judgements among experts and, therefore, dependency of forecasts on the particular judges selected; (b) the sensitivity of results to ambiguity in the assessing the degree of expertise incorporated into the forecast. Martino (1978) lists the following major concerns about the Delphi method:

- *Discounting the future:* Future (and past) happenings are not as important as the current ones, therefore one may have a tendency to discount the future events.
- *The simplification urge:* Experts tend to judge the future events in isolation from other developments. A holistic view of future events where change has had a pervasive influence cannot be visualized easily. At this point cross-impact analysis is of some help.
- *Illusory expertise:* Some of the experts may be poor forecasters. The experts tend to be a specialist and thus view the forecast in a setting which is not the most appropriate one.

- *Sloppy execution:* There are many ways to do a poor job. Execution of the Delphi process may lose the required attention easily.
- *Format bias:* It should be recognized that the format of the questionnaire may be unsuitable to some potential societal participants.
- *Manipulation of Delphi:* The responses can be altered by the monitors in the hope of moving the next round responses in a desired direction.

Goldschmidt (1975) agrees that there have been many poorly conducted Delphi projects. However, he warns that it is a fundamental mistake to equate the applications of the Delphi method with the Delphi method itself, as too many critics do. There is, in fact, an important conceptual distinction between evaluating a technique and evaluating an application of a technique.

On the other hand, there have been several studies (Ament, 1970; Wissema, 1982; Helmer, 1983) supporting the Delphi method. A study conducted by Milkovich et al. (1972) reports the use of the Delphi method in manpower forecasting. The results of the comparison indicated high agreement between the Delphi estimate and the actual number hired and less agreement between the quantitative forecasts and the number hired. Another study by Basu and Schroeder (1977) reports similar results in a general forecasting problem. They compared Delphi forecasts that used regression analyses and exponential smoothing. The Delphi forecasting consisted of three rounds using 23 key organization members. When compared against actual sales for the first two years, errors of 3-4% were reported for Delphi, 10-15% for the quantitative methods, and of approximately 20% for the previously used unstructured, subjective forecasts.

According to Lamb, this technique is not used for consensus building but for making people agree on a pre-determined plan. In fact 'Delphi was essentially group brain - washing', so that the system could achieve agreement regarding a pre-determined conclusion and course of action. (<http://>)

Aisha applied the Delphi method to develop a strategy for enhancing the effectiveness of B.Ed. programme of Allama Iqbal Open University. The seven strata identified as Delphi respondents consisted of teachers, heads of school, students of B.Ed programme, educational planners, teacher educators and distance educators. The questionnaire was administered thrice to reach a consensus on different issues, but finally the strategy was developed on the opinion of majority of respondents.

In general, the Delphi method is useful in answering one, specific, single-dimension question. There is less support for its use to determine complex forecasts concerning multiple factors. Such complex model building is more appropriate for quantitative models with Delphi results serving as inputs (Gatewood and Gatewood, 1983). This point is supported by Gordon and Hayward (1968) who claim that the Delphi method, based on the collation of expert judgement, suffers from the possibility that reactions between forecasted items may not be fully considered. The need for the cross impact matrix method of forecasting integrated with the Delphi method is pointed out by many researchers (Gordon and Hayward, 1968; Gatewood and Gatewood, 1983; Adler and Ziglion, 1996). An improvement in forecasting reliability over the Delphi method was thought to be attainable by taking into consideration the possibility that the occurrence of one event may cause an increase or decrease in the probability of occurrence of other even included in the survey (Helmer, 1978). Therefore, cross impact analysis has developed as an extension of Delphi techniques.

It can be concluded that Delphi can be used as a research method in social sciences and education but with utmost care so as not to be misled by the freedom of responses allowed by it recommendations.

RECOMMENDATIONS

In the light of the above discussion, it is recommended that:

- Delphi may be used for programme planning where strategy is required to meet a given set of objectives from different alternatives
- Delphi may also be used to formulate educational goals based on the views of experts from different geographical locations.
- Delphi may also be used to probe priorities about educational needs.

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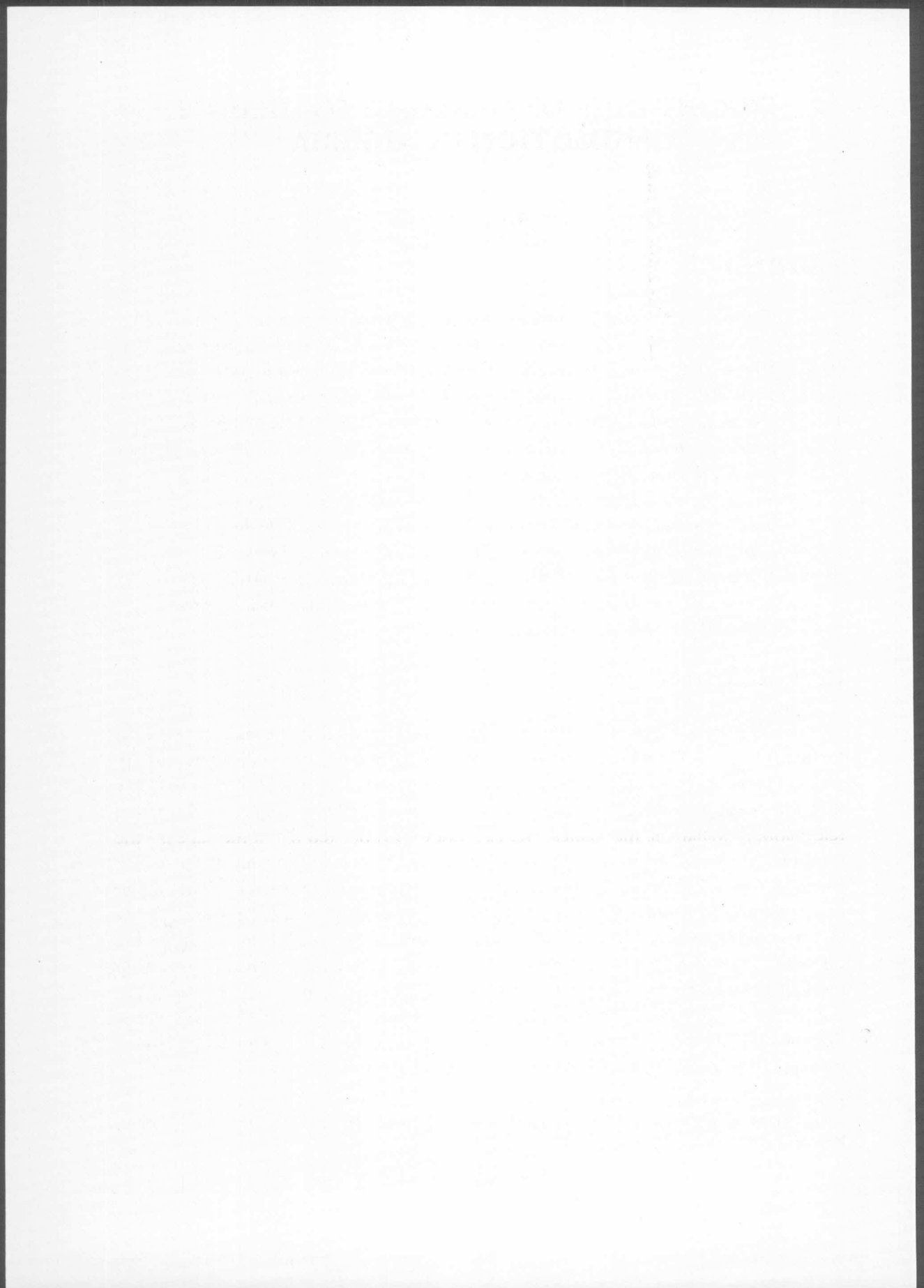
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IMPORTANCE OF MESSAGES TO HEALTH PROMOTION IN NIGERIA

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ABSTRACT

This paper reviews the importance of messages to health promotion in Nigeria. The article notes that the issue concerning the transfer of health messages is fundamental to the need to effect a purposeful and ideal health status for individuals. The paper is of the position that health messages can be used to achieve many goals of health such as the "health for all" goal and that this will be possible when health education messages are vigorously intensified and harnessed into the different media of communication. Based on the importance of health messages to the realization of the "health for all" goal to health promotion, the paper considered the societal dynamics of communication and highlighted the need to teach individual health educators communication techniques and skills. Sequel to this, the Multiple Phase Model for health message dissemination (MPMHT) was designed and structured for general use by health educators and agencies responsible for health promotion in all circumstances.

INTRODUCTION

The word *message* is derived from the Latin *Missum* that is literally interpreted to "send out". Thus, what happens between the source of communication and the receiver is the message and all channels of communication are established to basically transmit messages, these messages may come through medium such as the radio, television, newspapers, magazines, etc. Ezenwa (1994) posited that a message is "the symbolic product that mass media organizations create and to transmit to the public towards the fulfillment of their functions to society or mankind." The major substance of any communication transaction is the message and the message factor in any communication set up influences the individual's ability to adapt to the different situations of life. In many African Cultures, messages are used to keep individuals informed of developments around them. Certain vital messages are relayed to the people through beating of the gongs, "talking drums" etc by village information officers or "town criers." Also, village council meeting day or coded messages may be communicated to members by emissaries.

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The message seems to be what people find important in the health education process. If a health problem is to be effectively addressed, the routes of pathogens must be clearly established so also the preventive and curative techniques to be adopted. What makes the understanding of these issues possible are usually available statistics and data, invariably, these are messages, Rossiter (1993) observed that if anything is important to the issue of breast feeding, it should be emphasized on the message factor because messages are central to communication and their effects are dependent on behaviour change, attitude modification, personality developed and reinforced life style.

Messages contained in the media are critical aspect of health consumption, as Larsen (1991) pointed out "only by being alert, aware and analytical can consumers determine which claims are legitimate and which are fraudulent or dangerous". The only option to control the incidence of quackery, substandard goods and undue proffering in Nigeria is mass sensitization through health education messages, this is based on the notion that radio jingles and television adverts can easily reach a large segment of the population. The first part of any community health programme deals with how health facts and information are brought to people to make them accept changes, become health conscious or educates them on what they should do and to make them want to do things on the positive line as well as the protection of their personal health. All these issues revolve around the message factor. Message stimulates responses and in all its forms, messages are critical to health promotional activities and health programmes, such as Expanded Programme on Immunization (EPI), oral Rehydration Therapy, Baby-Friendly Education, Family Planning Methods and Safety Programmes.

A message sequence has the source (encoder), the receiver (decoder), the media of communication and feedback. In a recent study by Wallack (1990) it was revealed that messages received through talk shows, news, advertising, entertainment and numerous other formats are sources to where public health messages are obtained, thought about, understood and possibly acted on by individuals.

Health messages can be used to make critical decisions about a health programme and to measure its impact on intended target as well as make inferences. Generally, messages are media that produce effects on health status of individuals and the effects are value based.

Oshudin (1990) listed five major sources that help to propagate health messages in the schools and community settings. These sources include:

1. Visual resources – such as films or motion pictures records and tapes, radio, television, photograph, posters, models and specimen

2. Text books
3. Pamphlets
4. Newspapers
5. Bulletins and newspapers

These sources of health messages are sometimes situational or induced by environmental factors. Ezenwa (1994) highlighted the unique role of mass sensitization in health care promotion hence mass communication in different forms, namely:

1. Persuasion
2. Education
3. News
4. Information
5. Interpretation
6. Selling
7. Entertainment

THE CONCEPTUAL BASIS OF HEALTH PROMOTION

The mass media of communication whether electronic or print media contributes greatly to health promotion. Messages that come through the media reinforces health behaviour, provide great opportunities to promote the health of the health of the public and sets a scope for problems solving. The report of the 1990 Joint Committee defined health promotion and disease prevention thus:

Health promotion and disease prevention is the aggregate of all purposeful activities designed to improve personal and public health through a combination of strategies, including ten competent implementation of behavioural change strategies, health education, health protection measures risk factor detection, health enhancement and health maintenance.

Health promotion is dependent on the efforts of health providers to harmonise existing structures and current techniques to attain health objectives.

THE CONCEPT OF HEALTH MESSAGES

The time tested definition of health by WHO that "health is a complete state of mental, physical and social wellbeing and not merely the absence of diseases or infirmity" is an indication of the fact that health is a social dynamic variable which requires special approach to make its meaning acceptable to individuals. At a time when the cost of medical care is increasingly expensive and individuals find it difficult to afford medical care for themselves, the only way out of the health

predicament is to make individuals accept preventive techniques rather than seek cure that may not come. The approach to prevention depend on education of the masses through intensified health messages and the use of media of communication.

There seems to be the notion that health is primarily a personal issue rather than as a social issue; whatever the notion is, one fact remains that efforts must be vigorously intensified to ensure that the health objectives are actualized. Thus, the policy oriented goal of "health for all" can become practicable and realistic when health messages are intensified because health messages to a large extent, helps to mobilize the "grassroots" for health action. The use of media of communication tends to emphasise individualized health care, preventive strategies and control of disease. Wallack (1990) stated that health messages presented in television can present a medical rather than a social picture of the disease. An individual ill disposed may be as a consequence of wrong lifestyle, the media can remarkably influence or correct the lifestyle, also, the mass medical can induce opinions on the value of health promotion, change parochial attitudes, stimulate interest in prevention diseases and encourage the utilization of medical services where they are available. According to Turow (1989) health messages that come through television has far reaching implications on the personal health of individuals since health and disease knowledge are best understood at the individual level. The AIDS epidemic is currently a major health problem in the world and no vaccines have been discovered for its treatment which means that mass education remains the sole means to AIDS prevention. The use of different media of communication to disseminate health messages, information and ideas is a needed factor to help in the prevention of the HIV virus. Also, the "health for all" goal as stipulated in the National Policy on Health is a basic issue that will have its scope delimited when a design such as the use of the mass media and school health instructional programmes are used to impart knowledge, disseminate information and transfer health messages to individuals.

HEALTH EDUCATION COMMUNICATION CHANNELS: A THEORETICAL APPROACH TO THE TRANSFER OF HEALTH MESSAGES

The concept of communication is better explained through the different channels that affect messages. Messages are attributes of communication. The channels of communication attempt to share information, idea, influence people to know the value of truth, to make change in behaviour and attitude. Health education communication channels are effective measures that address basic health issues. The health education communication process depend on many factors such as;

- a) Who – who sends out the message and who receives it. What is it that you bring into the communication transaction? You would have

to consider the strength and weakness of your approach to effect the dissemination of information and also consider your attitudes towards the subject matter and ones attitude toward the receiver. Specific knowledge of the subject matter should be considered by who is giving out the knowledge.

- b) Whom – the communicator should consider the mode of entrance of learners group and audience to the transaction. Level of understanding, their attitude to the situation and the personality of the sender or receiver of messages must be critically considered.
- c) Why – why embark on health reinforcement? Is the effort voluntary? Why do students come to receive health education and would it be for personal upliftment or would it be to promote health?
- d) The what – what data, statistics or facts that are available and what methods should be used to communicate? The what approach leans on the affective domain of education, the emotions and attitudes that manifest in change.
- e) The how – this involves methodological considerations.

For instance, one may consider what specific method that will be used to teach health education or pass across information. All discussions must be related to the subject.

THE MULTIPLE-PHASE MODEL FOR HEALTH MESSAGE TRANSFER, (MPMHMT)

Persuasive communication entails the identification of the source of information, the message factor, the channel of communication, the receiver and the expected destination. To large extent, the message is the most important factor in any communication process. However, the need to plan for the message is critical to the communication process. Generally, communication is best talked about through models. Models such as the One Way influence Model and the Two Steps Model are relevant to the situations of persuasive communication.

The Multiple Phase Model (MPMHMT) is purposive and effective in health promotion for individualised and community health. The components of this model include:

PHASE-I: IDENTIFICATION OF HEALTH PROBLEM

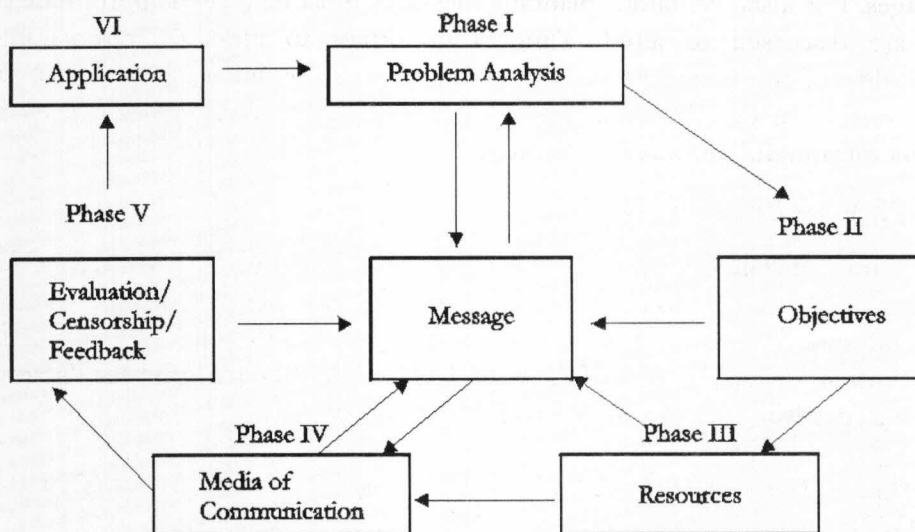
This is sequel to the need to promote the health of the generality of individuals and the community. Health problems are of diverse kinds, therefore the health educator must identify a specific health problem of a locality. Most health

problems are preventable on the individual level and mostly lifestyle inclined which means that messages must be directed at changing wrong behaviour and habits.

PHASE-II: HEALTH OUTCOMES / OBJECTIVES

The problem identified must be goal centered. For instance, one may want to change the smoking habit, therefore message must be directed at the effects of smoking on health vis-à-vis the prevalence of case of lung cancer. All health messages must be hinged on the need to reinforce behaviour and influence lifestyle.

Health messages must also be related to national, state and local health programmes such as Expanded Programme on Immunization (EPI). Since the health educator can function in the capacity of health information, he must give himself to all health programmes from the policy – oriented level to implementation stage of such programme. Objectives of the health message must be clearly spelt out.



The Multiple-Phase Model for Health Message Transfer (MPMIMT)

PHASE-III: RESOURCES

The effectiveness of any health programme to a remarkable extent depends on available resources, these resources could be financial or human. Finance is important and must be critically discussed and examined along the set equipment and renting of air spaces in the electronic media owned by government should be carefully considered.

PHASE-IV: MEDIA OF COMMUNICATION

The identification of what media to be used to disseminate health news and information is basically relevant to what change is expected and what objectives to be achieved. The media of communication are varied therefore the health communicator must ensure that he selects the right mass media to effect health messages. For instance, the television can be used to address problems and the "television has been found to be source of health information for virtually the whole population", Wallack (1990). Radio presentation should be directed at specific health problems. In Nigeria, the different indigenous channels of communications are most suitable for addressing health problems, because they are efficient and most practicable.

PHASE-V: EVALUATION AND CENSORSHIP

Appropriateness of materials, time and the message itself must be evaluated. Censorship of messages must be considered because of the implications from such messages. For instance, family planning messages must be judged appropriate before they are discussed or aired. Time is important to message transaction. The personality of the presenter of television shows and radio programmes on health promotion must be addressed, since personality profile is an appeal technique for making meaningful purposes of messages.

PHASE VI: APPLICATION

Immediately evaluation and censorship of programmes have been made the next important thing is to disseminate the message through the appropriate channels of communication. To effect the needed change in health behaviour in individuals, the adoption and application of the model will no doubt encourage the "grassroots" people to participate in health promotional activities.

INDIGENOUS COMMUNICATION AND IMPLICATION FOR HEALTH

Mundy and Compton (1991) listed six different forms of indigenous communication and how they affect health, these forms are folk media, indigenous organisations, deliberate instructions, records, unstructured channels and direct observation.

The folk media as an indigenous channel of communication had its interest on plays, revivals, dance, songs, story telling, poetry, parades, festivals and carnivals. These activities are used to transmit messages on health promotion techniques such

as immunization, family planning, disease cause and prevention. In contemporary times emphasis is on the utilisation of indigenous resources, this points to the fact that the folk media is a viable indigenous source that can be explored to achieve a purposeful health.

Religious organisations, village meetings, council of elders, mother club, age grade associations are indigenous organisations that help facilitate the process of information dissemination, with attendant effect on changes in health behaviour and habits. These groups permit formal communication in addition to providing opportunities for personal interactions.

Verbal instruction by parents at home constitutes a part of indigenous channel of communication and transfer of health messages. For instance, at home, parents give their children direct instruction on such health issues as nutrition, personal hygiene, environmental sanitation and prevention of diseases. It is obvious that home instruction enhances survival hence parents take the pains to train their children on techniques to survive.

Unstructured channels for communication relates with the role of information dissemination. Indigenous communication takes place in many settings. Health issues can be discussed at home, at the stream, the farm place, road sides, the market centre, etc. (Udoh, 1993). The messages that come through these types of communication are not organised but contributes to the communication process.

Direct observation is incidental, but it is an effective indigenous channel of communication. The value of direct observation is directly linked to what people gain from this medium.

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LANGUAGE AS A PHENOMENON OF SOCIAL CHANGE IN BALTISTAN

By
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ABSTRACT

This paper discusses the reasons and changing patterns of Balti language in Baltistan and gives an account of additions to the vocabulary over the past more than 2000 years. The study shows how the Balti language has borrowed words, phrases and ideas from Arabic, Persian, Urdu, English and other languages as a result of social interaction. The article also discusses how language became a phenomenon of social change in Baltistan.

INTRODUCTION

Baltistan is situated between the two great Karakoram and Himalaya ranges in the extreme north of Pakistan. It has common boundaries with Ladakh in the east and with Gilgit in the west. Jammu and Kashmir is located across the Himalayan range in the south, whereas the Karakoram range separates Baltistan from Sinkiang in the north.

Human settlement in Baltistan is traced back to early B.C., but it is said to have been destroyed many times by flood and people resettled there. It is presumed that until the early seventeenth century A.D., the area was covered with thick forests of wild rose, birch, Asiatic poplar, willow and juniper. It was rich in wild animals as well. Baltistan has been the trade centre, linked with Yarkand, Kashmir, Ladakh, Tibet and Gilgit and it has also political importance in the history of surrounding areas.

The socio-cultural history of the area can be divided into four main periods: the Archaic age (just before Christian era to 14th century A.D.), the post Archaic Age (14th century A.D. to 1840 A.D.), the Dogra Colonial period (1840 A.D. to 1948 A.D.) and the post colonial or modern age (1948 A.D. to 2002 A.D.).

Balti is an extremely archaic western branch of Tibetan language, which has been the predominant language of the area in all four periods, therefore, changing patterns of the language depict social changes occurring during different periods of the past and present era. Although the present Balti is the classical shape of Tibetan

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language, but it has absorbed a number of Urdu, Arabic, Persian, English, Kashmiri and Brushki words in its vocabulary. In this background, it would not be out of place to mention that Balti community has become an admixture of different Monogolian and Aryan races and civilizations. So, the ethnic admixture and social relations of Baltistan with Aryan tribes has not only affected the language and alienated it from Tibet, but also it has totally changed the mode of thinking.

1. THE ARCHAIC AGE

This classical period encompasses more than 1500 years and it can further be divided into two ages: the archaic age (before advent of Tibetan Script in 7th century AD) and the later stage (upto 14th century A.D).

The Tibetan is said to have been the first language spoken in far flung valleys from Sichuan in the far east and Baltistan in the far west, now divided in more than 30 Tibetan dialects. These dialects have gone far away from each other due to geographical isolation as well as religious differences.

In Baltistan, it is called "Balti" and attributed to father as "PHA-SKAT" which mean father's tongue instead of mother's tongue.

In the archaic age, the inhabitants of the whole region lived a nomadic life and later they started living on hunting, farming and herding. The ancient Tibetan Balti words, phrases, proverbs, idioms, epics, and folk songs are related to these activities. The origin of most of these words can be found in early Burman, Sanskrit, Chinese, Mongolian, Japanese and some other languages of the surrounding areas as the Balti counting system has many words in common with Japanese and names of days of a week are the same as in Sanskrit. The Balti words belonging to this age are typical in structure. The following table presents a few words, of this category in Roman transcription with English meanings:

Table No.1

Balti Words	English meanings
ʔgya-strid	State or Country
ʔgyal-Khaq	Independent State or Kingdom
ʔgyal-Sa	Capital
ʔgya-Yul	Vast Place
ʔgya-ghar	The white extent or plain i.e. India
ʔgya-naq	The black extent or plain i.e. China
ʔgya-Ser	The yellow extent or plain i.e. Russia
ʔul	An inhabited mountainous place
ʔang-yul or Pha-Yul	One's own country

Skid-yul	A lucky place
Sdug-yul	An unlucky place
Borq-yul	Cojntry consisting of steeps
Lha-yul	Land of gods i.e. Tibet
Mi-yul	Earth, human world
Tha-yul	Neighbour country
Drug-yul or Brug-yul	Land of dragons i.e. Bhotan
Bal-yul	Land of wool's i.e. Nepal
Sog-yul	Mongolia
Hor-yul	Country of Hors i.e. ancient Yaqand, Kashgar and Khotan
Mar-yul	Red country i.e. Ladakh
Choq-yul	Sikkem
Lho-yul	Southern place i.e. Masthang
Kachay-yul or Khachul	Kashmir
Ma-yul	Regions between China and Tibet i.e. Sichuan and Ganso, etc.
Ling-yul	The capital of the state of Kesar epic.

This list of words reveals the important role of nature of ancient society and illustrates how the vocabulary of the people contains many compound words describing the names of places and countries with the natural process of its own physical geography. Now, these names are no longer in practice in Baltistan and have been replaced by modern names.

Idioms of this era reflect the thinking of people of that time when animals, wild beasts, birds, forest and other phenomena of nature were discussed by individuals to express their experiences.

Table No.2

Balti idioms	Literal translation	Idiomatic translation
Pha-yul bjedna Pha-skat ma-bjed	Don't forget the father tongue if forgotten the father" unitedly	No Balti can forget his language wherever he lived
Harmaq Ioqna hiaq loq	Yak will fall if the human force unitedly gathered	Yak is considered a powerful animal but it is helpless before the united gathering

Folk songs and folk tales of this period, particularly the famous Kesar epic also present very interesting examples of how people lived with nature and how they enjoyed it. Kesar epic is considered to be the treasure of Balti-Tibetan classical vocabularies. Most of the Balti-Tibetan archaic words terminology and the ancient

mythology of the inhabitants of this region came down to this age orally generation after generation through this very important classical epic.

2. THE POST-ARCHAIC PERIOD (14TH CENTURY AD TO 1840 AD)

The post-archaic and pre-colonial period witnessed some sociological movements and social changes due to out links of Baltistan with Iran, India, Kashmir, Yaqand and Turkistan. Many Islamic missionaries came to Baltistan from Iran and Iraq via Kashmir and Central Asia. On the other hand, the ruling Maqpon dynasty of Skardu established relations with the Moughal empires of India. So, influence of Arabic and Persian languages was not only unavoidable over Balti, but also it totally changed the cultural values of ancient Baltistan. The Tibetan script was totally neglected by the people and instead, they adopted the Persian script which is enthusiastically used for Balti till now. New sounds entered into Balti through Arabic and Persian. Many new ideas and things were introduced in this land-locked region through traders and preachers. Signs of these changes can be seen in the dress, architecture, foods and social customs of the area. The socio-cultural change, brought about during this period, is still eminent in Balti language. Just after advent of Islam, people of Baltistan started to give Arabic names to their newly born children which were attributed to the holy prophets and other religious leaders as Hazrat Essa, Hazrat Musa, Hazrat Dawood, Hazrat Ilyas, Hazrat Yaqoob, Hazrat Yousuf, Hazrat Ismail, Hazrat Muhammad (PBUH), Hazrat Ali, Hazrat Hassan, Hazrat Hussain, Hazrat Abbas, Hazrat Muslim, Hazrat Qasim, Hazrat Sajjad, Hazrat Baqir, Hazrat Jaffer, Hazrat Sadiq, Hazrat Kazim, Hazrat Raza, Hazrat Taqi, Hazrat Askary, Hazrat Mehdi, Hazrat Abdullah, Hazrat Abdul Sattar, Hazrat Abdul Rahim, Hazrat Abdul Rehman, etc. for men. For women folk Hazrat Maryam, Hazrat Amina, Hazrat Hajira, Hazrat Asia, Hazrat Khadija, Hazrat Habiba, Hazrat Fatima, Hazrat Zehra, Hazrat Batool, Hazrat Zenab, Hazrat Kulsoom, Hazrat Sakina, Hazrat Roqia etc. were adopted. Before Islam influence, the people of Baltistan were named purely in Balti words as Soday, Wathul, Otcho, Asnuncho, Sang Sang, Khicho, Suti, Dablet and Beuruzum etc for women. Now, since the last two three decades the trend for changing the name of villages is mounting as name of some villages of Baltistan have been changed in Urdu and Persian style as Aliabad, Hassanabad, Hussainabad, Haiderabad, Mehdiabad, Ghaziabad, Hassan Colony, Hassnain Nagar, Haji Gam, Jaffari Muhalla, while Hussaini Chowk, Alamdar Chowk, Mohib road and so on. It is an agreed fact that the religious scholars of Baltistan instead of translating the terms of Islamic education, used the same words of Arabic in Balti language. As the table No.3 showing sets of words borrowed from Arabic as a result of Islamic influence during this period:

Table No.3

Balti / Arabic	Meanings	Balti / Arabic	Meanings
Jannat	Heaven	Mujtahid	A religious director in Shia Muslim Community
Jahannam	Hell	Aalim	General religious scholar
Qiyamat	Doomsday	Maatam	Mourning
Peghambar	Prophet		
Imam	spiritual leader of Muslims	Marsia Noha	Elegy A kind of elegy
Kaaba	The holy house in Mecca	Ferishta	Angel
Masjid	Mosque	Astana	Tomb of a saint
Matamsara	The house where functions are celebrated in Muharram	Qalam Eid Nazar	Pen Holy festival A vow
Zuljanah	Horse of Imam Hussain	Inshallah Amanat	God willing Anything given in trust
Khanqah	Monestray	Kaafoor	Camphor
Hajj	Pilgrimage of Kaaba	Barkat	Abundance of anything
Rehel	A wooden stand on which the holy Quran is put while recitation	Rizq Rushwat Shaair Niyyat	Daily bread Bribery Poet Intention
Shaheed	Martyre	Wuzu	Ablution
Shetan	A devil	Halal	Lawful as per religion
Haq	Truth, Right	Harram	Un-lawful
Aaitebaar	Trust	Iftitaah	Inauguration
Aiteraaz	Objection	Qaanoon	Rule, law
Ghusul	Bath	Nuqsaan	Damage
Talaaq	Divorce	Taqdeer	Fate
Azaab	Pain		

The following are the Persian words entered in Balti glossary due to interaction through Iranian missionaries and, later on, through Islamic literature of Persian language:

Table No. 4

Balti / Persian	Meanings	Balti / Persian words	Meanings
Bang	The Muslim's call for prayer	Shehtut	Mulberry
Khuda	The Almighty God	Shisha	Glass
Behesht	Heaven	Dozakh	Hell
Nahang	A water dragon	Qaaleen	Carpet
Baadaam	Almond	Mom	Wax
Rang	Colour	Mom bati	Wax candle
Ara	Saw	Jawan	Young
Dukaan	Shop	Roza	Fasting
Jaadoo	Magic	Neza	Javelin
Challghoza	The Kernels of pine	Sabaq	Lesson
Baadyan	A nise seed	Aina	Mirror
Anjuman	Organization	Naqsha	Map or picture
Gulaab	Rose flower	Aaraam	Rest, peace
Surna	A kind of musical pipe	Sammandar	Sea or ocean
Taar	Wire	Takht	Throne
Hafta	Week		

These examples show that by the advent of the 14th century AD, the society in Baltistan had become well acquainted with many new things. This was the age when people were converted to Islam. When the Persian alphabet was adopted by the Baltis to write down their feelings in the shape of poetry, they absolutely forgot the Tibetan script and today only 3 or 4 scholars hardly know this script out of more than half million people of Baltistan and these scholars are trying to make this script practicable in the society of Baltistan. On the other hand, all the Balti literature such as poetry, translation of the Holy Quran, Bible and books written on other religious topics in Baltistan are in Persian script. More than three dozen books have been published in this script as yet, and the manuscript are also written for Radio broadcasting Programmes in the same way. All these developments added many words and phrases to the language and enriched its vocabulary. The idioms and folk songs of this period are different in nature and style from those of the previous age as these things reflect the on-going change in social values. Islamic concepts and

terminologies entered in Balti language. Folk songs of this period also depict the ever changing trends and behaviour of the people as one stanza from a popular song of this period shows:

A man named Ali Mir was arrested and imprisoned by the Raja of Skardu. His beloved wife goes to search for her husband but she would not see him any where and she sang this song. O Ali Mir! Many players are playing polo in shamdun ground but I could not see you in that gathering of polo players. O; my beloved Ali Mir! For God's sake, you are my last resort but the resort is moving away.

3. DOGRA COLONIAL PERIOD (1840-1948)

In 1840 the Dogra force of Maharaja Gulab Singh of Kashmir aggressively invaded Baltistan and subjugated the whole area. The Dogra rulers introduced new things and raised regular troops for the first time with new weapons. Cash earnings through social services occurred and the people of Baltistan came across new language like Urdu and Hindi. New foods and beverages as well as new social terminologies were introduced. People also became acquainted with Kashmiri and Indian cultural norms and manners. All such developments and changes are reflected in Balti language as spoken in the area. Following is a list of some Urdu words that entered into Balti language during this period:

Table No. 5

Balti / Urdu words	Meanings	Balti / Urdu words	Meanings
Malia	Tax	Farq	Difference
Bijlee	Electricity	Martoul	Hammer (big)
Laltain	Lantern	Hathora	Hammer (small)
Khamba	Electrical pole	Kum	Less
Sandooq	Box	Almari	Almirah
Sasta	Cheap	Fauji	Army force
Haal	Circumstances or conditions	Ghari	Clock or watch
Tolia	Towel	Ghanta	An hour
Sabon	Soap	Jungle	forest
Theka	Contract	Masala	Spices
Thakedar	Contractor	Aam	Mango
Achaar	Pickles	Haar	Necklace
Hartaal	Strike		

This list of new vocabulary shows that rapid changes took place in the society after colonization of Baltistan by the Dogra rulers. Folk songs of this period also depict peculiar trends of the age.

Raja Haider Khan Haider, the local ruler of Shigar was imprisoned by the Dogras in Kashmir. He was a poet of Balti language as well. He expressed his feelings through verses praying for the independence of Baltistan. The following stanzas reflect his feelings

Raja Haider Khan is addressing the Muslim Caliph Hazrat Ali and says, "my country Baltistan has lost its balance, its foundations having been shaken. Please puts it to its previous stable position by using your those hands which have stabilised the very foundations of the religion.

Please be kind to us and save my country from dissension's and bring unity among them in the name of your holy sons Hasnain, so that all people are able to get out of the enemy's grip.

The ideas and themes of the poets of this period are different than those of the preceding age on one hand while they rashly used Persian words in their poems on the other. Moreover, idioms and proverbs also reflect the Islamic social norms. A Balti proverb describes:

We are praying the life to Allah Almighty and paying tax to the Dogra Govt.

4. POST COLONIAL OR MODERN AGE 1948-2002

The creation of Pakistan as an independent state on 14th August 1947 and the subsequent annexation of Baltistan with Pakistan after a bloody war of liberation closed a chapter on Baltistan's history and opened up a new one in the socio-political field of this region. It paved the way for a new approach towards the socio-economic development of the area. The tide of change moved so rapidly in Baltistan that it took only a half century to travel from the primitive to modern computer age. Roads, telephone, telegraph, electricity, radio, television, transport facilities by aeroplanes and vehicles, computers and many other inventions alongwith types of employments and political activities were introduced in Baltistan during this period. As a result of these developments, the Balti language had to borrow thousands of new words and phrases alongwith new ideas from Urdu and English languages.

Following are some examples of recent borrowings in Balti from English and Urdu languages;

Jeep; Cycle; Motor Cycle; Machine; Bus; Vagon; Couch; Truck; Tractor; Ticket; Coat; Boot; Pen; Pencil; thermos; Radio; Television; Telegram; Telephone; Computer; Road; Gas; Pipe; Office; Cement; Bull; Hotel; Board; Chalk; Helicopter; Hospital; School; Camera; Heater; Bakery; Doctor; Rubber; Engine; Election; Pension; Brush; Polish; Bottle; Parcel; Member; Council; Number; Pistol; Cigarettes; harmonium.

CONCLUSION

In the light of this research work, it has been concluded that Balti language has the capacity of absorbing vocabularies of other languages in it, which is deemed to be a linguistic quality. Those languages, which have no such capacity, die soon or later like the Sanskrit or Pali language. However, preservation of the current Balti vocabularies, idioms, phrases, proverbs, folk songs, epics and folk cultural is the prime need of the time. Otherwise, these things will banish due to cultural incursion in this region through electronic as well as print media and interaction with rest of the world. In this regard, local scholars and writers are in need of necessary encouragement and assistance to work on these subjects.

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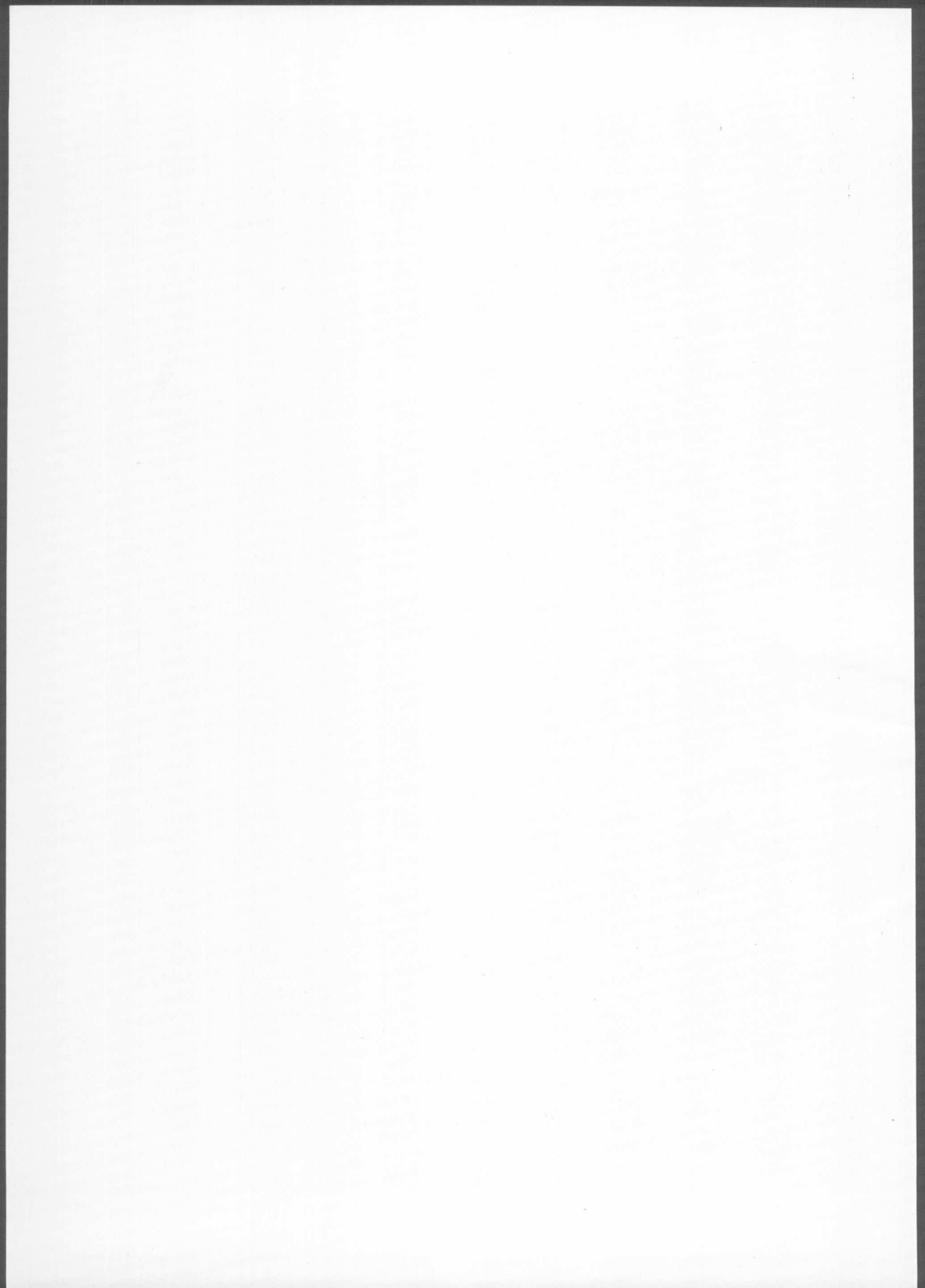
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PARTICIPANT ASSESSMENT OF THE OUTREACH ORGANIZED DEGREE PROGRAMMES IN THE SOUTHERN NIGERIAN UNIVERSITIES

By

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ABSTRACT

This study aimed at obtaining empirical evidence on participants assessment of the outreach university degree programmes in southern Nigeria. To resolve some pertinent issues relating to outreach university degree programmes, six outreach centres of four universities were selected and three programme offerings namely, education, social sciences and Arts were selected. From each programme participants offering 140 (Education), 290 (Social Science) and 80 (Arts) were randomly selected. The University outreach degree programme questionnaire (PAUOPQ) and oral interview of participants were the major instruments used for data collection. The study found that participants rated course duration adequate, practicum/field experience and students' workload fairly adequate. They also assessed the following aspects of the outreach programme: academic manpower, teaching/learning environment, programme coordination, information flow and library facilities very poorly, while instructional materials attracted poor rating by the programme participants. The overall programme assessment by participants was also poor.

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The policy implication of the findings were discussed and the following recommendations among others were made for policy packaging and implementation: the number of outreach centres should be urgently audited through visitation panel appointed by the Federal Government and the government should increase financial allocation to universities operating outreach centres with a view to expanding their facilities to increase access.

INTRODUCTION

Generally, in Nigeria, the quest for higher education has been increasingly high over the past few decades. In order to make contributions towards meeting this ever-rising national demands for higher education, most of Nigerian universities, in addition to on campus full-time and part-time programmes, have inaugurated outreach studies programme. The outreach centres, are sometimes referred to in the news media as study centres, satellite campuses, distance learning centres, education outreach units and so on. Located in both large and small towns, they are designed to enable universities achieve one of their cardinal aims as a higher institution of learning situated in a grossly under-educated Third World nation.

Perhaps, the primary objective of the outreach programmes in Nigeria is to make university education easily accessible to persons who because of the nature of their occupations or because of the equally constraining circumstances, are unable to attend lectures at weekdays and particularly in locations where opportunities for regular or full-time university teaching are non-existent or are minimally available. This *raison d'être* is clearly in accord with the country's much lauded philosophy of "**Education for All**" as well as with international acknowledgement and recognition of education as a basic human need. The outreach programme is essentially a variant of the time honoured distance-learning and open-university systems which are waxing even stronger in educationally advanced countries like the United Kingdom and the United States of America.

The programmes offered in the outreach centres are in both undergraduate and postgraduate diplomas and degrees that cut across the humanities, social sciences, education, environmental sciences and business administration as the case with full-time and on campus part-time programmes.

Major policy decisions concerning the outreach programmes are taken by the senate of the respective universities offering such programmes. Such decisions may range from the creation of new outreach centres and the closure of non-performing outfits to the stipulation of academic and administrative standards to which all the centres must adhere.

Some outreach centres are operating several kilometers outside the university location, notably in commercial cities where lecturers are brought in substandard facilities (NUC, 2001). In Nigeria, there has been a lot of contentions from the general public about the academic programmes operated in the outreach centres. The contentions arises from the fact that there is shortage of academic manpower even in the regular university system occasioned by the brain drain phenomenon (Adeyemi, 2001), inadequate facilities and poor communication which could adversely affect the quality of any degree produced outside the full-time system. There is also the argument that the quality of instruction and its dissemination may be traded-off, especially where the parent universities do not have direct day to day supervision of the outreach centres. This situation becomes severe that examination malpractices and other sharp practices may abound in the these centres and students could be unnecessarily exploited (Adeyemi and Osunde, 2001).

The criticism of the outreach degree programmes seemed to influence recent government's directive to the National Universities Commission through the Federal Ministry of Education in the following words: "The Federal Executive Council at its sitting ... considered the report on verification visits to satellite campuses and outreach centres of existing universities ... and concluded that all campuses and study centres be closed ... " (National Universities Commission, 2001).

In spite of government directives, outreach degree programmes seem to be enjoying more patronage by candidates who could not gain admission into full-time degree programmes, as more centres have sprung up.

A number of criticism have been levelled against the outreach centres on quality of input and output and the commercialization of degree programme in some universities. What has not been revealed despite the spate of criticisms is how the students value the outreach degree programmes. To resolve this problem answers were provided to the following questions:

- a) How do the participants rate the outreach degree programme offered in Nigerian universities?
- b) How are the outreach degree programme managed in Nigerian universities?

METHODOLOGY

The population of the study covered all the participants in four Southern Nigeria Universities, which were deliberately chosen because they operate the

outreach degree programmes away from their parent campuses. The population were 1811,1402,807 and 1100 respectively, totalling 51`20.

The probability proportion to size was used to arrive at the number of participants. This was based on 10% of the population, which formed the sample. However, the 10% proportion to size was done through random sampling procedure to select samples from the selected universities of Ladoke Akintola University centre in Benin City; Ambrose Alli University' Centre in Lagos; Imo State University's centre in Benin City and the Delta State University Centre in Lagos.

The following constituted the 10% proportion to the size of population for the universities: 180, 140, 80 and 110 respectively, totalling 510 (data pooled together for the purpose of obtaining the general overview of the entire centres).

INSTRUMENT

The major instrument used for the study was the Participants Assessment of University Outreach Degree Programme Questionnaire (PAUOPQ). The instrument which was designed by the researchers was subdivided into two sections (A and B). Section A sought information on the background of participants such as age, sex, level/years of study and area(s) of specialization. Section B focused on pertinent information covering all aspects of the programmes which participants assessed by listing as to whether they were very poor, poor, adequate, and/or fairly adequate. The instrument has a higher content validity and coefficient stability of 0.84.

DATA COLLECTION AND ANALYSIS

The data for the study were collected by the researchers with the assistance of four field assistants. The data collected were subjected to descriptive statistics.

RESULTS

RESEARCH QUESTION-1

How do the participants rate the outreach degree programme offered in Nigerian universities?

Table-1
PARTICIPANTS' RATING OF SOME ASPECTS OF THE OUTREACH
DEGREE PROGRAMME IN NIGERIAN UNIVERSITIES

Sr. No.	Aspects of the Programme	N	\bar{X}	Sd	Weighted Mean (W_x)	Rating Value
1.	Practicum/field experience	510	10.86	3.42	2.84	Fairly Adequate
2.	Course Duration	510	32.64	8.12	2.68	Adequate
3.	Academic Manpower	510	18.41	2.98	1.22	Very poor
4.	Teaching/learning	510	12.77	6.24	1.48	Very poor
5.	Environment	510	16.14	2.66	2.62	Poor
6.	Instructional Materials	510	22.53	5.86	1.24	Very poor
7.	Programme Coordination	510	28.22	6.55	2.80	Fairly Adequate
8.	Students' Workload	510	18.06	2.81	1.56	Very poor
9.	Information Flow	510	21.68	2.74	1.68	Very poor
10.	Library facilities Overall Programme Assessment	510	24.44	7.62	2.73	Poor

From the data in Table-1 above, investigation has shown that the outreach degree programmes in Nigerian universities were poorly rated by participants. The weighted values (=4,3,2,1), where 4 = adequate, 3 = Fairly adequate, 2= poor, 1= very poor. Expressing their views about specific aspects of the outreach degree programme, the participants rated course duration (= W_x 2.68. SD 8.12) adequate. The participations also rated practicum/field experience (W_x 2.84, SD 3.42) and students' workload (= W_x 2.80) SD 6.55) fairly adequate.

The following aspects of the outreach degree programme were rated very poorly: programme coordination (W_x 1.24 SD 5.86), Academic manpower – (W_x 1.22, SD 2.98), Library facilities (W_x 1.68, SD 2.74), information flow (W_x 1.56, SD 2.81) and Teaching/Learning environment (= W_x 1.48, SD 6.24).

Investigation also revealed that participants in the programmes rated instructional materials (W_x 2.62 Sd 2.66) which was poor.

RESEARCH QUESTION-2

How are the outreach degree programmes managed in Nigerian universities?

The centres were considered as an entity, hence, no need to do the analysis centre by centre. However, in all of the outreach centres visited, the programmes/ courses were run in rented buildings where other business interests operate and in some

cases they operate in rented apartments in residential buildings. Each centre has a coordinator who liaise with the 'parent' university.

The coordinators of outreach centres, who in most cases are not academic staff of the parent universities, are basically in charge of admission and registration of students, appointment of lecturers and allocation of courses to lecturers, administration of examination and compilation of results and other incidental functions.

A major problem of higher education in Nigeria is the perennial, but increasingly acute shortage of qualified teaching staff. The main sources of lecturers for the operation of the outreach degree programmes are:

1. Part-time lecturers from other higher institutions such as colleges of education, colleges of science and technology and neighbourhood universities where the centre may be located.
2. Experienced secondary school teachers and administrators.
3. Retirees and some professionals

In most of the centres visited, investigations revealed that majority of the lecturers who teach in the centres are not real specialists in the courses they handle.

The main source of funds for managing the outreach degree programme is the tuition fee paid by the students which varied from centre to centre. Investigation also revealed that 88% of the students expressed grave dissatisfaction with the funding pattern of the outreach degree programme. They also expressed negative opinion about the way the revenues generated are managed.

It was clearly observed that the outreach degree programmes were not integrated into the 'parent universities' administrative arrangements.

DISCUSSION OF FINDINGS

The above data analysis has clearly revealed that on general note the participants rated the mode of operation of the outreach programmes as run in the outreach or satellite centres as poor.

Table-1 showed that the course duration was rated as adequate under the aspects of the programmes' appraised by the students with weighted mean (\bar{Wx}) – of 3.68 and SD = 8.12. This could be adduced to the fact that these centres have been enjoying relative smoother academic calendar in recent times, especially in the 1990s

as against the situation in the regular university system that was characterized by incessant closure arising from frequent strike actions by academic and non-academic staff, and sometimes occasioned by students' disturbances which were all products of political and socio-economic dislocation in the country. As such, the outreach centres which are run independently and self-funded were not affected by political dictates.

Similarly, the practicum or field-work activities were rated to be fairly adequate. The reasons for this could not be too far from the above discussion. Since the students run almost crisis-free academic calendar, it could not be difficult to place them in establishments and schools to do their practicum. However, the rating was partially adequate because of students' claim that their supervision by both the internal supervisors where they are attached and of their lecturers was very inadequate and fall short of their training needs. This aspect was also fairly rated by the student because it is considered less strenuous because many of them do the internship in their respective places of work, while the education students do their teaching practice in the schools where they teach.

However, poorly valued aspect is the programme coordination in the outreach centres. This may be so because the parent universities of these centres provide little or no input in the programme coordination thereby leaving it in the hands of inexperienced secondary school teachers.

In addition to the above, there were other aspects of the programmes that were poorly rated. These are: academic manpower, teaching/learning environment, instructional materials, students workload, information flow and library facilities. The students were not satisfied with the quality of the lecturers teaching them, hence the rating of the academic manpower very poor. This could be seen as a reflection of the general public view of the outreach centres, in that most of the teachers hired to teach are not qualified. In fact, many of the centres make use of secondary school teachers and teachers from pseudotertiary institutions. This finding has supported the position of Maduabum (1997) who posited that the quality of lecturers recruited to teach in the outreach centres is questionable and consequently the quality of instruction and dissemination.

On the teaching/learning environment, the rating was also very poor. This is expected from what the researchers observed when they visited some of these centres. In fact many of them are in rented buildings that also accommodated other business outfits which are mainly located in noisy and busy parts of the cities. Some of the classrooms are just bed-room size in these buildings. The centres are lacking in what Chau (1980) recommended as necessities in a learning environment, which

include serenity, aesthetics, space, conveniences, leisure opportunity etc. the small classrooms are over-crowded so as to make profit. Some of the centres even hire some primary and secondary school buildings. The classrooms of these schools which were designed for forty young pupils were usually overcrowded by adult learners, which Nwadiani (1994) described as a situation where the learning environment look like a "very big joke" in the name of education.

Similarly, the instructional materials were rated poorly by the participants. This is also expected owing to the poor facility level in these centres. Many of the visited centres have no functional library; where such is available, the quality is sub-standard with inadequate volumes in an entity where degrees are awarded. The normal teaching aids are not in place in many of the centres. In fact, the simple classroom seats are sub-standard and inadequate. Even the chalkboard provided in many of them are too small and inappropriately placed. The scenario was well painted by Obdmeata (1999) who described the satellite campuses and outreach centres as "Killing the university values".

The negative appraisal of the academic workload of participants could be attributed to the fact that participants are made to offer so many courses within a short period of time. This is because many of the outreach centres operate in the evenings and or weekends when participants are supposed to carry on with the semesters' work. It is a known facts today that these centres compete among themselves for students because of their commercial tendency and as such tend to "overload" their students so as to complete their courses on time in order to 'beat' others in the race for quick graduation and re-opening for another session.

The rating for the programme information flows was also very poor. The participants alleged that they were in the 'dark' as to information about their programmes. Some complained of poor information flow about their results, changes in calendar and even the requirements by the parent universities. Library facilities in the outreach university degree centres were rated very poorly by programme participants. In fact, most of the centres visited have no what could be called a library, rather than a collection of newspapers and magazines displayed on the table in the coordinator's office. Library facility is a critical component of the teaching learning process and absence of this important tool at the outreach centres would have serious consequence for the quality of lecture delivery and degrees awarded.

Lastly, the overall view of programme was also rated poorly by the participants. Most of them are of the view that the degree programmes as offered by the outreach centres seen sub-standard and if they are granted study leave by their

employers they would prefer a regular university attendance. Not only this, they are aware of the negative perception of these centres by the general public and even government as centres where admission requirements are relaxed for commercial gain. These could have informed the negative overall view of the participants.

The findings also revealed that day-to-day management of the outreach centres is done by co-ordinators who are usually not a staff of the parent university.

CONCLUSION AND RECOMMENDATIONS

From the above analysis and discussion of findings, it is concluded that the major aspects of the programmes operated in the outreach centres in Nigeria are poor; especially the teaching/learning environment, academic manpower, teaching facilities, information flow, students academic workload, library facilities and general view of the whole programme. The paper also concluded that, however, practicum/field experience, course duration and students workload aspects of the outreach programme are in order.

Based on these findings and the above conclusion, and the implications of these for national development, the following are recommended for policy packaging and implementation:

Firstly, the number of such outreach centres should be urgently audited and the universities operating them or to which they are affiliated be identified. A strong visitation panel should be appointed by the federal government to visit and assess these centres, especially the admission requirements into them, the facilities available viz-a-viz the enrolment in them; the number and quality of teachers available to them and from where they are recruited. On submission of report by the panel, the Government should set minimum standard for any centre to operate, while sub-standard centres be closed down or given a grace of time period to meet the set standard so as not to jeopardize access to higher education.

In addition, the National Universities Commission should appoint visiting supervisors who shall be controlling the quality and standard of the existing outreach centres routinely.

Practically, the government can seriously reduce the interest of the universities from operating outreach centres by increasing the financial allocation to them to cope with their international programmes as well as expanding their facilities to increase access. This is important because the study has revealed that most of the universities operating these centres do so to augment their financial positions as

government allocation has actually dwindled. In addition, operating universities of these centres should directly manage these centres to uphold control.

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ZONE OF PROXIMAL DEVELOPMENT AND TEACHER EDUCATION

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A Russian Psychologist Vygotsky (1978) first developed the concept of Zone of Proximal Development (ZPD) with reference to student achievement. According to him, every student has two levels of achievement, actual and potential. He called the gap between the two levels, 'zone of proximal development'. In his view this gap could be reduced by teacher guidance or by peer group interaction. In this way the purpose of class instruction and student interaction was to take the student as near the potential level as possible.

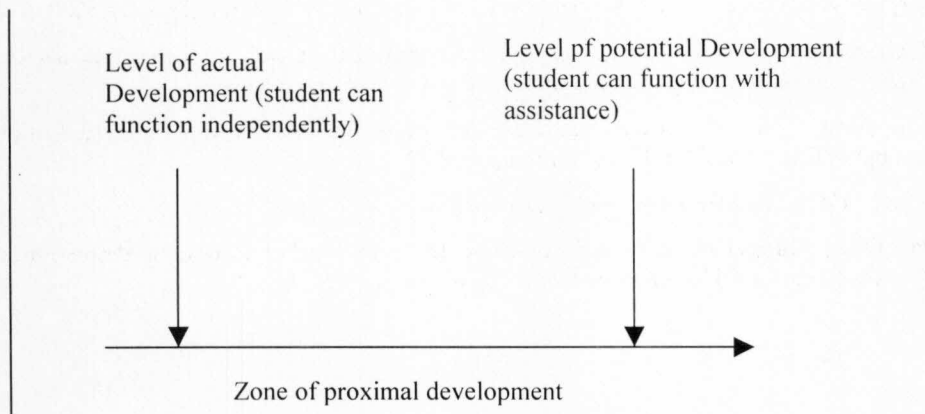


Fig. 1 The Zone of proximal development.

(Vygotsky, 1978, p. 86)

This concept is even more important for teachers education because teachers are the major school input and their class-worthiness is established by their educational attainments and certification. If there is less gap between their potential and actual levels of attainment then this reduced gap will also reflect in the performance of their students when they become teachers.

This concept has also been applied to study the difference between what is taught to trainee teachers during their training and what they apply in the actual classroom situation.

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In 1987 Valsiner made Major addition/amendment to the concept developed by Vygotsky. He said that there are two other zones as well; the zone of Free Movement (ZFM) and the zone of promoted Action (ZPA). According to him ZFM characterizes the set of what is available to a child at a given time, but the boundaries of the ZFM are constantly being reorganised as a result of constraints set up by social environment including parents, teachers, culture and society. ZPA is described as a set of activities, objects or area in the environment in respect of which, the child's actions are promoted. Between these two zones is ZPD. (Valsiner, 1992, p. 186)

Student development can take place only if ZPA and ZPD match each other. If there is no overlapping between ZPA and ZPD there will be no development. Moreover if ZPA is provided without the ZFM, no ZPD can be created. For example a child, belonging to a society in which literacy activities or other written materials are not available, cannot learn to read without access to books or other written material. The learning environment needed for establishing ZPD is missing. The figure below depicts the interaction of the three zones.

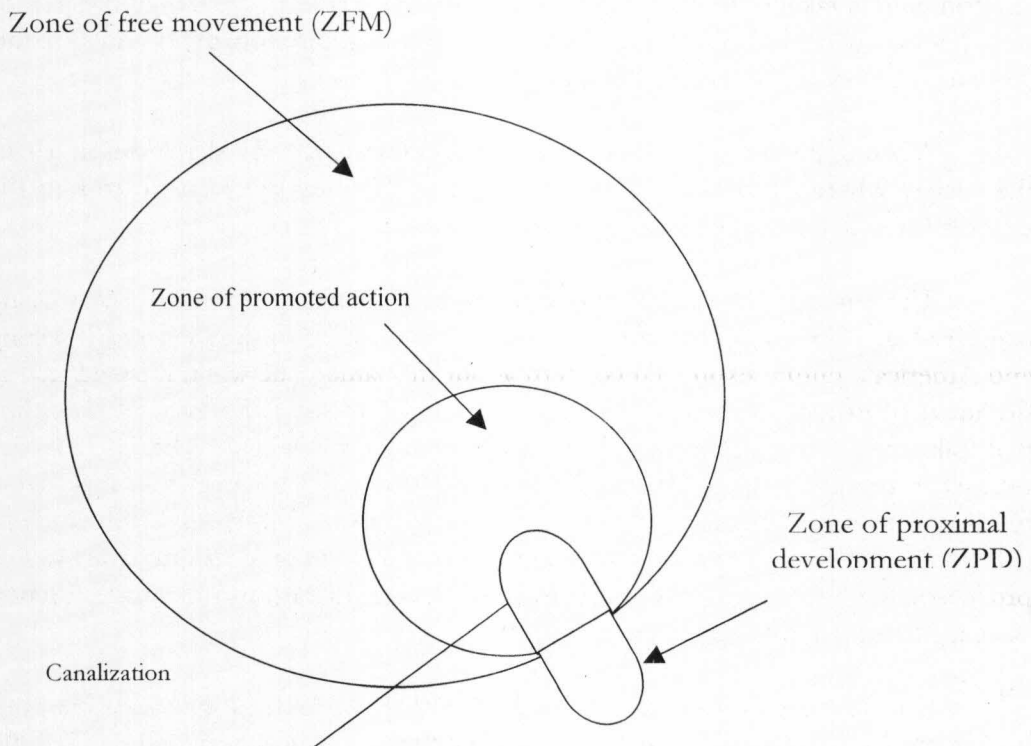


Fig. 2 Interaction of three zones in human development.

(Oerter,

The zone of promoted action is completely part of zone of free movement. This means that all that is desired by education is available to the learner. If any factor is missing from ZFM, then demands that need these factors cannot be fulfilled by the child and thus ZPA will surpass ZFM. The ZPD on the other hand always possess an area lying outside the ZFM meaning that only some of the person's development potentials can be realized, while other remains undeveloped. (Valsiner, 1992, pp. 187-188)

In every social activity like teaching learning process where a child promotes his or her development a canalization occurs. As a result of this canalization of potential activity of learner at all levels of learning is dissected to specific fields individualized by the curriculum, otherwise a child may learn unredeemable things within the ZPD (p. 188)

According to Gallimore, Dalton and Tharp (1986), it means teacher education is influenced by and influences the society where it is conducted. It is then essential that education of teachers is socially and culturally relevant and academically sound to reduce ZPD gap. ZPD is an ecological concept and is meaningful only if environment is taken into consideration. Environment is not only the visible part of surroundings of an individual, it is the whole culture with its constrains and benefits. (Gallimore, Dalton and Tharp, 1986, p. 97)

When applied to teacher education programme, the ZFM are the needs of the society where these teachers are to work and ZPA are the requirements of the schools for which these teachers are to be prepared.

The concern for teacher education to be relevant to current needs is being expressed in developed countries as well. The National Commission on Teaching and America's Future expressed concern about the same issue when it stated that in the heart of efforts to improve education of the educators is a vision of schooling that links the study with the practice of teaching in the work place. The Commission released a report in 1996. One of the main premises of the report was that "what teachers know and can do is the most important influence on what the students learn". So the Commission recommended to "Reinvent teacher preparation and professional development, and overhaul teacher recruitment, put qualified teachers in every classroom". ([http.](#))

It is because of such recommendations that the Federal and State licensing bodies in USA have mandated new requirements for teachers. These include, "content area knowledge, professional knowledge and demonstration of classroom skills". ([http.](#))

Sharma (1997) is of the view that teachers have the main responsibility in raising the quality of life in a country by playing their role in economic development. However, according to Sharma teachers can play their role effectively only when they are well trained, well educated and well qualified. Sharma criticizes the existing teacher education institutions and says:

“Colleges of Education which train teachers use obsolete methods of teaching student teachers. It does not mean that student teachers are not theoretically taught all the new methods and techniques but these are taught by obsolete methods. The results is that whatever student teachers learn theoretically, is neither applied during their own training nor is applied by them during their own teaching”. (Sharma, 1997, p. 336)

According to Aggarwal a teacher education programme, in order to perform the role expected of and assigned to it, must prepare the teacher to be able to adjust himself/herself with the social environments and physical conditions as well as enable him/her to be proud of being a teacher. This programme must develop in the teacher the ability to be a child among children, an adult with adults and a responsible member of society in a group, with good command over the contents of the subjects he has to teach. This programme must also develop in the teacher a capacity to observe, infer and generalize. (pp. 271-272).

According to Sharon and Rossman (1995) a good teacher education programme must be dynamic so that it can produce teachers who are:

“Moral stewards, constructors and philosophers. They draw from a strong of base of values, knowledge skills and professional commitment. Their value system is deeply grounded in the rights of children, their knowledge base is self constructed yet connected to the culturally accepted knowledge of the field, they understand how people grow, develop and learn; their skills are tried in experience, their professional practice is guided by philosophy of reflection, action and accountability”. (Sharon and Rossman, 1995, p. 6)

Bennet (2000) while emphasizing the need for reducing ZPD gap between theory and practice, suggests that in order to keep with technological changes in society the teacher education programmes of all levels in a country must be planned in such a way that the teachers produced by these programmes are broadly educated,

scientific minded, uncompromising on quality, innovative, courageous but sympathetic towards students. (Bennet, 2000, p. 259)

Anderson and Ching (1987) are of the view that in order to prepare teachers for 'affective teaching' a teacher education programme must have goals classified into three categories: Teachers knowledge of content area; teaching skills both pedagogical and interpersonal and teacher feelings and self-awareness. The concept presented in this approach puts equal emphasis on knowledge and skills of teachers as well as teachers awareness of students emotional reactions and their ability to respond to these reactions. (Anderson and Ching, 1987, pp. 83-84)

Edith, Julie and Trish (1997) adopting Dewey's philosophy that there is no intellectual growth without some reconstruction and reworking say that the major aim of teacher education is the promotion of teachers fullest understanding of their individual experiences. So the theme of teacher education should be the transformation or rebuilding of teachers' perspective through a close and collaborative study of their own teaching experiences. (Edith, Julie and Trish, 1997, p. 150)

It is important as well that the teacher training should not only be effective, but it should also be compatible with the value system of the society. In a country like Pakistan, which owes its very existence to an ideology based on religious faith, it is even more important that the teacher education is planned and directed in accordance with the tenants of its faith. Zafar (1996) referring to the teacher's role in a Muslim society emphasizes that the teacher training should produce teachers who fear God, comply with Shariah, possess sound personal character and are a model personality for the student (Zafar, 1996, p. 125)

Samaras and Gismondi undertook a study of Vygotskian theory for the Catholic University USA in 1995 in relation to pre-service teachers' understanding of teaching. The study was entitled, "Scaffolds in the Field: Vygotskian Interpretation in a Teacher Education Programme".

The teacher training programme under study was based on Vygotskian tenants of situated learning, socially shared cognition, joint activity and the zone of proximal development (ZPD). According to Vygotsky learning occurs in authentic setting with contextual and interactional episodes and cues, this is situated learning. The concept of socially shared cognition is related with Vygotsky's belief that cognition is always socially mediated or influenced by others in social interaction.

Vygotskian theory describing the concept of joint activity states that in order for learning to become internalized mediation must occur during the actual problem solving and joint activity or shared task definition with others. Vygotsky states that all learning should be aimed at learner's zone of proximal development that is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

The teacher training programme under study was a deliberative one with the goal of broadening and deepening the pre-service teachers' thinking about teaching and learning. "The programme required the trainees to question practice and relate theory to experience based knowledge to continuously improve practice".

The sample of the study consisted of four trainee teachers and four cooperating teachers. The trainees were paired and placed in schools under the guidance of cooperating teachers.

The semester required the trainees to attend a practicum and plan, implement and evaluate original interdisciplinary units in the classroom.

The goal of the research programme were 'to provide trainee teachers with a coherent experience that will allow them 'to see the curriculum in action' to see the way learning experiences build upon learning experiences' 'to give pre-service teachers an opportunity to design and carry out a sequence of activities' and 'to give pre-service trainees a chance to learn instructional techniques from cooperating teachers and try out practices advocated in the course'.

The research method incorporated Vygotskian's approach and utilized socially shared cognitive formats, dialogue for a reflective support work and problem based learning through others.

The primary data sources were pre-service teachers final self-evaluation of their unit, their planning papers, filed progress and reports and interviews with trainee and cooperating teachers. The secondary data sources were the background knowledge and mid-term and final self-evaluation of practicum, mid-term and final evaluation report of cooperating teachers. Analysis of data yielded the following findings:

Actual and classroom teaching with cooperative teachers gave the trainee teachers an insight into how children think and how the lesson plans can be made realistic instead of hypothetical.

The partnership with cooperating teachers afforded trainees positive experiences for cognitive and emotional support. The data indicated that trainee teachers ZPD improved with assistance from cooperating teachers.

The researcher recommended more careful investigation of the impact of peer and peer, and peer and cooperating teachers combined efforts. The study recommended further research on socio-cultural models in order to establish the validity of their findings.

The Rand Corporation USA used the concept of ZPD in 1993 and applied the idea to study the difference between the goals set-up by the government for a specific defense programme, and the goals which were actually achieved. The think tank considered socio-political situation at home and internationally as ZFM and ZPA was described as a set of necessities in respect of which the program's objectives were being promoted. The final evaluation of the programme indicated that the use of concept had helped in bridging the gap between objectives planned and achieved. ([http](#).)

In an experiment, California State University Los Angeles, applied the concept of ZPD to reduce the gap between what was required of teachers working in public schools in the State of California and training provided to these teachers by schools of education. ([http](#).)

The experiment conducted by Hafner and Sloyacek in 1993 consisted of strategies to transform a traditional school of education into a charter school for improving student outcomes and teaching effectiveness. The school was called Chartered School of Education (CSOE). The purpose of chartering the school was to develop approaches to effectuating substantial educational reforms. This step was taken as part of national reform movement that desired better collaboration between public schools and schools of education, "as that there is a strong connection between the way the teachers are professionally prepared and the needs of the public school".

The CSOE established professional development center where the chartered school faculty and some master trainers taught trainee teachers in model setting.

The CSOE faculty conducted a self-study evaluation. The findings showed substantial improvements in the school's curriculum and activities. Trainee teachers' assessment was linked with the student outcomes. However the study also found that there was still room for improvement.

The effectiveness of the programme is visible from the fact that the school had a waiting list of 900 students in 1997-98 whereas it had a capacity of only 200. This according

to the researchers was due to the specific strategy that enhanced ZPD incidence and linked the study and practice of teachers with teaching in the work place.

The scribe conducted a study for her Ph.D. degree at Allama Iqbal University in 2002. The concept of ZPD was analysed in respect of Graduate teacher education programme of AIOU. The study indicated gaps in many aspects of teaching training programmes of AIOU in respect of teachers potential and actual levels of attainment and in respect of its application in the actual classroom.

A similar concept was used by the Federal Ministry for Economic Cooperation, Germany since 1983 in planning development projects supported by German Governments financial and technical aid for developing countries. The technique called "Zielorientierte Projekt Planung – ZOPP" is used to ensure that the gap between the objectives identified for the project and the objective actually achieved is reduced. Another purpose of the technique is to make the benefiting countries and organizations capable of continuing the activities on their own. The Vygotskian tenants used in this concept include situated learning, an activity in authentic setting, socially showed cognition or learning, thinking and knowing through the collaboration with others, joint activity or shared task definition with others and the zone of proximal development or' the distance between the actual developmental level and potential development level as determined through problem solving with the collaboration of others. ZOPP in this way is an aid towards a systematic dialogue between the project partners concerning the aims and objectives of their co-operation and is the basis of a learning process, which develops from analyzing joint experiences made. (ZOPP Training Manual p. 38)

The research studies and writings of educational experts show that ZPD is of utmost importance in training of teachers because it is the teacher who can transform an illiterate society into an literate one and who can instill values required to develop a society.

To conclude, it can be said that teacher education is the training which prepares teachers to perform their jobs effectively in their socio-cultural environments. It should be multi-dimensional and capable of serving multifarious-purposes, besides being compatible with the values and norms of the society. It should be planned keeping in the view the future requirements.

The following recommendations are made in this regards:

- Teacher training institutions may plan their programmes in such a way that these are socially and culturally relevant and academically sound.

- The programme should take into account the whole environment which is the visible part of surroundings of an individual with its constraints and benefits.
- Teacher education must be dynamic and flexible so that whenever environment changes, the programme is also adapted to changing needs.

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DEVELOPMENT OF PROFESSIONAL ATTITUDE THROUGH TEACHER TRAINING

By
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ABSTRACT

The purpose of this study is to investigate and compare the effectiveness of teacher training in enhancing the professional attitudes of secondary school teachers admitted in different teacher training institutions.

In this regard some questions were asked earlier, such as: Is there any impact of teacher training on promotion of professional attitudes and are the students with different subjects and sex influenced by the teacher training differently in relation to professional attitudes? For data collection a 38 items reliable professional attitude scale having Cronbach alpha 0.79 was used. In order to control extraneous variables, only fresh B.Ed students with at least 55% marks in first degree were selected. This 38 item scale was distributed among the B.Ed. students of (a) I.E.R. Gomal University, D. I. Khan, (b) I.E.R., Peshawar University, (c) College of Education Islamabad and (d) AIOU, Islamabad both for the purpose of pre-test and post-test.

The responses were quantified with A = 4, B = 3, C = 2, D = 1 and E = 0 on the items showing positive attitudes. However, the scores were reversed in case of items showing negative attitudes.

In order to calculate the significant difference among the mean scores of professional attitudes of the students from all the four institutions, one-way ANOVA was used as statistical technique. To test the significant difference between the mean scores of two variables t-test was used. Main findings of the study were as follows:

B.Ed. students of all the four institutions entered the teacher training institutions with same level of professional attitudes. Teacher training has a positive impact on development of professional attitudes. College of Education Islamabad was not properly successful in bringing positive changes in professional attitudes of male and science graduates, while the remaining three institutions developed positive professional attitudes in all the categories of B.Ed students.

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INTRODUCTION

In Pakistan teacher education programmes focus solely on the development of teacher knowledge, teaching skills or both. There is emphasis on knowledge about educational psychology, curriculum development, teaching strategies, techniques of measurement and evaluation, school administration and practical skill in teaching. Teacher training programmes must not perform only the function of inculcating teaching skills, but also strive for promoting “teacher like” attitudes. Esteve M. Jose (2000 p.14) has stressed over the professional identity of teachers through formation of positive professional attitudes. He has stated that the problem of professional identity has a great importance, because it forms a group of basic attitudes from which teachers focus all their activities and through it some decisions are derived such as, teacher’s role, contents to be transmitted, and values to be defended in front of a group of students.

Smith (1971) has claimed that teacher’s personality in the attitudinal sense is a significant factor in teacher behaviour and it has great impact on students achievement.

The enhancement of positive professional attitudes not only promotes the teacher’s efficiency, but also helps in making the schools attractive for students and teachers. Pakistan needs trained and professionally sound teachers and a lot of responsibility falls on the teachers training institutions in this connection. These institutions should take painstaking efforts to equip the student-teachers not only with the teaching skills, but also try to promote the positive professional attitudes.

The study is concerned with the investigation, as to what extent different teacher training institutions are successful in developing positive professional attitudes.

Some other variables, like sex and subject differences, are also included in the study. It aimed at investigating the Comparative Effectiveness of Teacher Training in Enhancing the Professional Attitudes of B.Ed Students Admitted in Institutes of Education and Research NWFP, College of Education Islamabad and Allama Iqbal Open University, Islamabad.

Main objectives of the study were: (a) to identify the magnitude and extent of professional attitudes of the student-teachers seeking admission to secondary school teacher training programme in Institutes of Education and Research, Colleges of Education and Allama Iqbal Open University, Islamabad (b) to find out the extent of

change in professional attitudes of student teachers as a result of secondary school teacher training programme; (c) to compare the magnitude and extent of professional attitudes of student teachers admitted in different teacher training institutions; (d) to compare the extent of change in professional attitudes of student teachers as a result of teacher training programmes offered by different teacher training programmes in promotion of professional attitudes regarding science and arts graduates and male and female student teachers.

In order to fulfill these objectives, the following research questions were taken into account:

- Is there any significant difference among the mean professional attitude scores of males, females, science and arts graduates admitted in B.Ed programme of Institute of Education and Research, Gomal University, D. I. Khan, Institute of Education and Research, Peshawar University, College of Education Islamabad and Allama Iqbal Open University, Islamabad before and after training?
- Is there any significant impact of teacher training on promotion of professional attitudes in the student-teachers?
- Is there any significant difference between total number of males and females, science (in relation to professional attitudes) admitted in all the four institutions before and after training?

METHOD AND PROCEDURE

A representative sample for the study comprised of 80 B.Ed. class students per institution admitted in Institute of Education and Research, Gomal University, D. I. Khan session 1999-2000, Institute of Education and Research, Peshawar University session 1999-2000, College of Education Islamabad session 1999-2000 and Allama Iqbal Open University, Islamabad Spring semester 1999 and Autumn semester 2001. These sample students were taken in order of merit from those who secured at least 55% marks in their B.A/B.Sc. examination and were fresh.

In the present study Likert Type Scale with five responses continuum was used. The following steps were taken in development of the professional attitude scale:

1. A professional attitude scale having 60 items was constructed in the light of available literature and with the assistance of experts in IER, Gomal University, D. I. Khan.

2. For determining reliability of the scale, it was sent to 110 experts who were teachers in IERs, Principals of different Colleges, researchers in social sciences and teachers in Government Colleges for Elementary Teachers.
4. The responses received were tabulated in the computer programme "statistica" for reliability / item analysis. A reliable instrument with 38 items was finally selected for administration. The Cronbach alpha of the scale was 0.79. A separate answer sheet was prepared on a separate paper to facilitate scoring and analysis.

In this scale, every item has five option (A,B,C,D,E) to respond, showing the intensity of the opinion. According to the respondent's opinion the letter "A" means that the teacher must do it, "b" reveals that it would be better for the teacher to do it, "C" shows the undecided response, whether the teacher should do it or not, "D" indicates that it would be better for a teacher not to do it and "E" shows that a teacher must not do it. Every response showing positive attitudes were converted into quantitative form with "A" having 4 marks, B = 3, C = 2, B = 1, and E = 0 mark.

ADMINISTRATION AND SCORING OF THE INSTRUMENT

In Institute of Education and Research, Gomal University, D. I. Khan, Institute of Education and Research, Peshawar University and College of Education Islamabad, the scale was distributed personally for two times, once for pre-test and secondly for post-test.

For the B.Ed students admitted in Allama Iqbal Open University Islamabad, a separate procedure was adopted. First of all a list of B.Ed students registered in spring 1999 semester was obtained from regional offices of D. I. Khan and Peshawar. Both the Assistant Regional Directors were kind enough to provide the list. They were asked to convey relevant dates of workshop for teaching practice. With the permission of Assistant Regional Director, D. I. Khan, the scale was distributed among the students during their workshop from 20-10-2000 to 25-10-2000. The same process was carried out in Peshawar from 18-8-2000 to 20-8-2000. This first administration of the scale was for the post-test of the B.Ed students registered in Allama Iqbal Open University, Islamabad. For pre-test of B.Ed students of Allama Iqbal Open University, Islamabad a matching group of newly admitted students was selected from the list of students registered in autumn 2001 semester. Responses from these students were obtained through post.

All the responses, received from all the four categories of students on pre-test and post-test, were quantified and typed in "statgraphics" programme of computer. One-way ANOVA and t-test were the main statistical techniques used in the study.

Table-1
ONE WAY ANALYSIS OF VARIANCE SHOWING THE PRE-TEST RESULTS
OF ALL THE FOUR INSTITUTIONS IN DIFFERENT CATEGORIES

Category	Mean of the four Institutions		Sum of squares between groups	d.f	F-Ratio	Rejected/not rejected at 0.05 level
Male	M1 (GU)	105.75	164.33	3	1.11	Not rejected
	M2 (Pesh)	103.08	sum of squares			
	M3 (CE Isl)	105.88	within groups	d.f		
	M4 (AIOU)	105.15	7852.83	159		
Female	M1 (GU)	105.95	97.89	3	0.679	Not rejected
	M2 (Pesh)	106.52	sum of squares			
	M3 (CE Isl)	107.77	within groups	d.f		
	M4 (AIOU)	106.00	7349.80	153		
Science Graduates	M1 (GU)	107.31	238.75	3	1.67	Not rejected
	M2 (Pesh)	104.84	sum of squares			
	M3 (CE Isl)	108.20	within groups	d.f		
	M4 (AIOU)	105.52	6229.17	131		
Arts Graduates	M1 (GU)	104.56	176.75	3	1.17	Not rejected
	M2 (Pesh)	104.94	sum of squares			
	M3 (CE Isl)	106.98	within groups	d.f		
	M4 (AIOU)	105.12	9089.25	180		

Table-1 shows that H_0 of every category was not rejected at 0.05 level. It means that there was no significant difference between the mean professional attitude scores of male and female, science and arts graduates admitted in every institution at pre-test.

Table-2
TWO SAMPLE ANALYSIS SHOWING SIGNIFICANT DIFFERENCE
BETWEEN THE MEAN SCORES OF RESPONDENTS FROM ALL THE
INSTITUTIONS AT PRE-TEST AND POST-TEST

Institution	Category	Mean at pre-test	Variance	Meant at post-test	Variance	t-value	H ₀ rejected/ not rejected at 0.05 level
IER GU	Male	105.57	56.19	112.22	48.99	-4.22	H ₀ rejected
IER Pesh	Male	103.08	59.97	105.53	56.94	-2.82	H ₀ rejected
CE Isl	Male	105.88	51.48	108.47	54.14	-1.04	H ₀ not rejected
AIOU Isl	Male	105.18	39.08	110.25	34.73	-4.89	H ₀ rejected
IER GU	Female	105.95	44.42	111.52	41.48	-3.79	H ₀ rejected
IER Pesh	Female	106.52	48.30	110.01	73.08	-2.52	H ₀ rejected
CE Isl	Female	107.76	50.79	110.59	52.54	-2.20	H ₀ rejected
AIOU Isl	Female	106.00	42.54	109.83	39.24	-2.47	H ₀ rejected
IER GU	Sc. Grad	107.31	55.87	113.81	39.78	-3.45	H ₀ rejected
IER Pesh	Sc. Grad	104.84	47.48	108.61	61.92	-2.39	H ₀ rejected
CE Isl	Sc. Grad	108.20	52.83	110.52	40.26	-1.20	H ₀ not rejected
AIOU Isl	Sc. Grad	105.52	33.99	111.13	42.58	-3.55	H ₀ rejected
IER GU	Arts Grad	104.56	43.12	110.60	40.56	-4.43	H ₀ rejected
IER Pesh	Arts Grad	104.94	68.39	110.50	59.11	-2.82	H ₀ rejected
CE Isl	Arts Grad	106.98	51.45	109.85	59.90	-1.99	H ₀ rejected
AIOU Isl	Arts Grad	105.12	43.15	109.59	29.33	-3.67	H ₀ rejected

Table-2 indicates that there was no significant difference at pre-test and post-test of male category and science graduate category of the students admitted in college of education Islamabad, while in all the categories of remaining institutions there was significant difference at pre-test and post-test process.

Table-3
TWO SAMPLE ANALYSIS SHOWING SIGNIFICANT DIFFERENCE
BETWEEN THE MEAN SCORES OF MALE AND FEMALE AND ARTS
AND SCIENCE GRADUATES AT PRE-TEST AND POST-TEST.

Category	Mean	Variance	Computed t-statistic	H ₀ rejected/ not rejected at 0.05 level
Pre-test (Male)	104.85	49.48	-2.55	H ₀ rejected
Pre-test (Female)	106.83	47.7		
Post-test (Male)	110.02	44.83	-1.03	H ₀ not rejected
Post-test (Female)	110.83	53.45		

Pre-test (Science)	106.26	44.27	-0.96	H ₀ not rejected
Pre-test (Arts)	105.49	50.63		
Post-test (Science)	110.81	50.46	0.91	H ₀ not rejected
Post-test (Arts)	110.09	48.19		
Pre-test (Total)	105.82	49.47	-8.28	H ₀ rejected
Post-test (Total)	110.42	49.07		

Table-3 reveals that significant difference was found at pre-test between male and female students, while there was no significant difference between these two categories at post-test procedure. No significant difference was found between science and arts graduates at pre-test and post-test procedure. Significant difference was found between all the B.Ed students of four institutions at pre-test and post-test.

RESULTS

The following were main findings of this study:

1. No significant difference was found among the mean professional attitude scores of all the categories of B.Ed students at pre-test. It means that all the four categories of B.Ed students entered their respective teacher training institutions with same level of professional attitudes. The mean scores of female category were apparently greater than the other categories.
2. No significant difference was found at pre-test and post-test between male category and science category of college of education Islamabad, while significant difference was found between the mean professional attitude scores of all the categories of every institution at pre-test. It means that college of education Islamabad was not properly successful in bringing changes in professional attitudes in male B.Ed students and science graduates. AIOU, IER, Gomal University and IER, Peshawar University were successful in promoting professional attitudes in their student-teachers.
3. Significant difference was found between the mean professional attitude scores of all the B.Ed students admitted in different teacher training institutions at pre-test and post-test. It means that teacher training institutions have a positive impact in enhancement of professional attitudes.
4. No significant difference was found between the mean professional attitude scores of science and arts graduates at pre-test and post-test. It indicates that teacher training institutions have same impact on

science and arts graduates in relation to promotion of professional attitudes.

5. Significant difference was found between male and female arts graduates at pre-test, while there was no significant difference between these arts graduates at post-test. It means that female arts graduates entered the teacher training institutions with comparatively better professional attitudes than their male counterparts, however the teacher training institutions influenced both the sexes with same pace.

DISCUSSION

The study is much significant and interesting as it is supported by many researches already conducted in the field of teacher education. The following is some brief description of previous researches and their relationship with the findings of this study:

Bhandarker B. G. (1980) conducted a study on polytechnic teachers attitude towards teaching profession and its correlates. One of his findings was that the trained teachers mean attitude score was significantly higher than the mean attitude score of un-trained teachers.

One of the findings of Gupta. S. (1981) while studying on "The Attitudes of Teachers of Agra University towards Higher Education" revealed that the male and the female teachers showed significant difference in attitudes and the female students entered the training with more positive professional attitudes than males. The present study shows more or less the similar results.

F. Coulter (1983) stated that socialization research has revealed a consistent pattern of change in professional attitudes. Whatever the attitude scales used, classroom experience during and after teacher training has been shown to bring with it the development of more custodial pupil related attitudes as measured by the pupil control ideology (PCI) from (Willower et al. 1967); more tough-mindedness as indexed by the Manchester N. R and T scales (Morrison and McIntyre 1967); and more conservatism and pragmatism according to the Minnesota Teacher Attitude Inventory (MTAI). As a group these studies suggest that the development of the student teacher's professional attitudes is a two-phased process in which idealistic, progressive attitudes during course work in the training institution are reversed after classroom experience.

Verma D. R's (1979) Ph.D. (Education) thesis "Teacher Training as a Catalyst of Change in Professional Attitudes of Students Teachers" revealed the teacher-training programme was very effective for attitudinal change of the teacher trainees.

Butcher (1965) and McIntyre and Morrison (1967), using the Manchester scales, found clear differences in the pattern of change in different training institutions. Finallyson and Cohen (1967) found that students in their second year of training were significantly more child-centered and radical in their attitudes than those in either their first or their third year of training.

The present study supports the findings of the above written research studies as it provides evidence that training has positive influence on development of attitudes. For getting more fruitful results it is suggested that (a) colleges of education must enhance research activities (b) there must be a liaison among different teachers training institutions (c) ETV programmes, video cassettes, CAI and other materials may be used in teacher training institutions (d) interpersonal communication skills, critical thinking and technical knowledge may be improved in these institutions.

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APPENDIX-A

QUESTIONNAIRE

1. *Equal treatment may be given to the children in both award and punishment.*
2. *To tell one of your colleagues that I am fully aware of your problems related to discipline and I am ready to help you.*
3. *During the course of instruction activities may be arranged into interesting and uninteresting in such a way that the students participating in the interesting activities may also utilize their capabilities in learning uninteresting activities.*
4. *The children may be afforded freedom in their activities in order to remove any sign of boredom.*
5. *Punishment may be given to those children who deserve it.*
6. *The parents and relatives of children may not be allowed free entry in the school.*
7. *The problems related to discipline may be dealt on one's own accord rather than looking to higher authorities for their solution.*
8. *By selecting and adopting teaching as a profession one remains economically depressed.*
9. *The teacher may adopt the decisions of his / her headmaster / headmistress which they themselves consider irrelevant.*
10. *The role of a teacher may be central in all teaching learning process*
11. *The group discussion among students may be encouraged*
12. *Conversation with the students in a classroom should be avoided so that it may not disturb discipline*
13. *The haphazard questioning of the students may be tolerated.*
14. *In order to maintain individual status of the teachers, their contact with common men of society may be avoided particularly on the occasions of national functions and celebrations.*
15. *Causes of academic deficiencies and violation of discipline among the students may be identified and efforts should be made to remove them*
16. *Religious education may be imparted as and when needed during the course of instruction*
17. *The programme of plantation may be started in the school for its beautification*
18. *Punishment may be given to the pugnacious students who inflict violence on other students.*

19. *The teacher should maintain his / her individual status and should avoid close intimacy with the students because it lowers his / her honour.*
20. *In view of desires of parents, the students may be prevented from going out for games or may not be allowed to play.*
21. *The teacher should participate in customs and conventions of the community.*
22. *Cleanliness of a school may be the exclusive duty of school employees and students may not be involved in such activity as it may harm their self esteem.*
23. *Strict discipline may be maintained by a newly trained teacher and with the passage of time when the students learn respect for that teacher, they may be allowed close intimacy.*
24. *Individual differences of the students may be kept in mind during classroom instruction*
25. *Students participation in content selection makes the subject easy to their standards. So the content may be developed only by the teachers and experts.*
26. *Needs and interest of the students may be given due importance for effective teaching.*
27. *Sometimes violations of rules and regulations of the school by the students may be ignored.*
28. *As a teacher first priority may be given to the teaching of a particular content.*
29. *The teacher should not accept membership of different associations of the community.*
30. *The teacher should accept teaching responsibilities in a school located in some backward and far flung area.*
31. *To promote creativity in the students, they may be encouraged to undertake practical and writing activities.*
32. *The students may be encouraged to adopt such attitudes and values which they cannot adopt in their homes.*
33. *Teacher may change a school after every two or three years in order to get promotion and gain experience.*
34. *The students may not be allowed for prolonged discussions in the classroom and laboratories so that the courses can be completed in time.*
35. *Publicity may be given to the creative activities of students for their encouragement*
36. *Social contacts with philanthropists and associations is necessary for progress of a school.*
37. *The students may be allowed to follow their own decisions even if these decisions are incorrect from their teachers point of view.*
38. *The teacher may admonish students in a classroom in order to maintain his / her dominance over them.*
39. *The teacher may not be discriminatory while evaluating performance of students.*
40. *The students may be punished for their mischiefs in the presence of all others, so that the others may also be careful about such acts.*
41. *The games have negative impact on moral behavior and educational abilities of the students, as such, they should be prevented from participating in sports activities.*
42. *The class monitor must be a hard task master so that strict discipline can be maintained in the absence of a teacher.*
43. *Anecdotal record of the activities of students may be maintained*
44. *A variety of teaching methods may be used for teaching different subjects.*

45. *The demonstration of affection for the students may be avoided in the classroom.*
46. *A comparison of students with one another in their academic achievement may be made for the purpose of motivation in learning.*
47. *Individual counseling may be provided for the solution of those personal problems of students which they hesitate to express before their parents.*
48. *The students may be educated to comply immediately with the orders of their teachers without any hesitation.*
49. *The words of praise and appreciation may be used only in rare cases, so that these words may not lose their utility.*
50. *The teacher may visit parents of his / her students to discuss problems and difficulties faced by the students.*
51. *The teacher may incorporate suitable responses and ideas of students in his / her instructions.*
52. *The planning and design of a lesson may be prepared before instruction.*
53. *Despite lack of interest in the profession of teaching it may be adopted for economic earning only.*
54. *The teacher may accept an office of responsibility in any local welfare organization or other institution.*
55. *The teacher may leave the profession of teaching and accept other profession as and when chance occurs for economic benefit only.*
56. *The teacher may make all efforts for his / her professional growth by participating in refresher courses even if he / she has to do it on personal expenses.*
57. *The content may be arranged in the light of students evaluation and experiences and the teacher should give due weightage to these experiences during instruction.*
58. *The instruction may be made more effective on the basis of logical arguments.*
59. *The teacher may assist parents or other members of community in solution of students problems through effective discussion.*
60. *The teacher may support participation of community members in administrative affairs of the school.*

APPENDIX-B

QUESTIONNAIRE

As a teacher and a member of teaching profession you will have to perform so many activities which can be classified into following main aspects:

- Teacher as a director of learning
- Teacher as liaison between school and community
- Teacher as member of teaching profession

You are requested to please opine freely on the following statements keeping in view the above written three aspects. Every statement has five options (A, B, C, D, and E). These alphabets indicate the intensity of your opinion as follows;

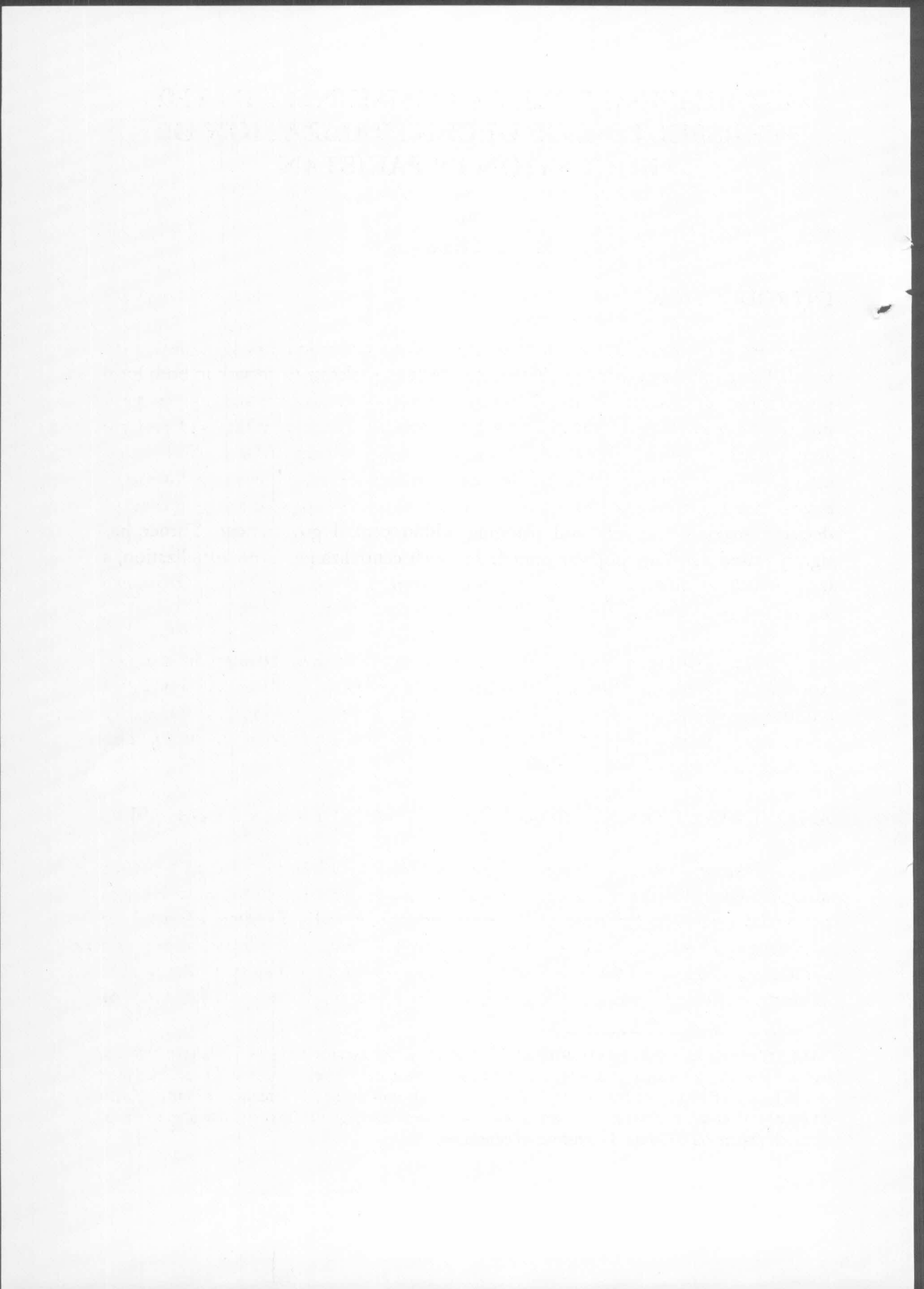
- A. The teacher must do it
- B. It is better for a teacher to do it
- C. Undecided opinion by the teacher whether he / she may do it or not
- D. It is better for a teacher not to do it
- E. The teacher must not do it

Kindly read the items of questionnaire one by one and encircle relevant alphabet on the answer sheet.

1. Equal treatment may be given to the children in both award and punishment.
2. To tell one of your colleagues that I am fully aware of your problems related to discipline and I am ready to help you.
3. During the course of instruction activities may be arranged into interesting and uninteresting in such a way that the students participating in the interesting activities may also utilize their capabilities in learning uninteresting activities.
4. Punishment may be given to those children who deserve it.
5. The problems related to discipline may be dealt on one's own accord rather than looking to higher authorities for their solution.
6. The teacher may adopt the decisions of his / her headmaster / headmistress which they themselves consider irrelevant.
7. The group discussion among students may be encouraged.
8. The haphazard questioning of the students may be tolerated.
9. Religious education may be imparted as and when needed during the course of instruction.
10. Punishment may be given to the pugnacious students who inflict violence on other students.
11. In view of desires of parents, the students may be prevented from going out for games or may not be allowed to play.

12. Strict discipline may be maintained by a newly trained teacher and with the passage of time when the students learn respect for that teacher, they may be allowed close intimacy.
13. Individual differences of the students may be kept in mind during classroom instruction.
14. Needs and interest of the students may be given due importance for effective teaching.
15. Sometimes violations of rules and regulation of the school by the students may be ignored.
16. As a teacher first priority may be given to the teaching of a particular content.
17. The teacher should accept teaching responsibilities in a school located in some backward and far flung area.
18. The students may be encouraged to adopt such attitudes and values which they cannot adopt in their homes.
19. Teacher may change a school after every two or three years in order to get promotion and gain experience.
20. The students may be allowed to follow their own decisions even if these decisions are incorrect from their teachers' point of view.
21. Anecdotal record of the activities of students may be maintained.
22. A variety of teaching methods may be used for teaching different subjects.
23. The demonstration of affection for the students may be avoided in the classroom.
24. A comparison of students with one another in their academic achievement may be made for the purpose of motivation in learning.
25. Individual counseling may be provided for the solution of those personal problems of students which they hesitate to express before their parents.
26. The students may be educated to comply immediately with the orders of their teachers without any hesitation.
27. The words of praise and appreciation may be used only in rare cases, so that these words may not lose their utility.
28. The teacher may visit parents of his / her students to discuss problems and difficulties faced by the students.

29. The teacher may incorporate suitable responses and ideas of students in his / her instructions.
30. The planning and design of a lesson may be prepared before instruction.
31. Despite lack of interest in the profession of teaching it may be adopted for economic earning only.
32. The teacher may accept an office of responsibility in any local welfare organization or other institution.
33. The teacher may leave the profession of teaching and accept other profession as and when chance occurs for economic benefit only.
34. The teacher may make all efforts for his / her professional growth by participating in refresher courses even if he / she has to do it on personal expenses.
35. The content may be arranged in the light of students evaluation and experiences and the teacher should give due weightage to these experiences during instruction.
36. The instruction may be made more effective on the basis of logical arguments.
37. The teacher may assist parents or other members of community in solution of students' problems through effective discussion.
38. The teacher may support participation of community members in administrative affairs of the school.



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INCREASING ROLE OF COMMUNITY IN THE PERSPECTIVE OF DECENTRALIZATION OF EDUCATION IN PAKISTAN

By
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INTRODUCTION

In most countries around the world decentralization has become a new trend. The control of central government is declining relative to growth in both local government and private sector. Recently the focus on decentralization has been increased because decentralization can lead more flexible, innovative and creative administration. It can allow local leaders to locate services and facilities more effectively within communities. In fact one of the major obstacles to effective local development in most countries around the world is the excessive concentration of decision making authority and planning within central government. Turner has rightly stated that "the popular remedy for such centralization is decentralization, a term which is imbued with many positive connotations – proximity, relevance autonomy, participation, accountability and even democracy" (turner, 1997, p.151)

The phenomenon of decentralization has been defined by Cheema and Ronadinelli (1983) as "transfer of planning, decision making, or administrative authority from the central government to its field organizations, local administrative units, semi autonomous and parasitical organization, local government, or non governmental organization. " (p.18)

AN OVERVIEW OF DECENTRALIZATION EFFORTS IN PAKISTAN

Pakistan, since its inception has witnessed a number of varied types of measures taken for the management of education, both at the central as well at the provincial levels. At the time of its independence in 1947, Pakistan inherited an administrative set up which was characterized by over-centralization and authoritarianism. The British had introduced this system to suit to their own vested interests in the subcontinent for producing the blind supporters and followers of

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their imperialism. The system introduced in the subcontinent presented a highly centralized set up. After its independence, it emerged as federal state with education as concurrent subject.

Alongwith other factors, of courses, the size and spread of population of a country does matter a lot in determining the centralization or otherwise of authority in education. As go the figures, the population of some of the districts in Pakistan exceeds that of many countries, which as sovereign and independent states, are the full-fledged members of the United Nations. For example, the population of Lahore or even Faisalabad, exceeds the population of, at least, sixty members countries of the United Nations which include Bahrain, Kongo, Cyprus, Jordan, Newzeland, Oman, Qatar, Singapore and UAE.

Again the area of some of the districts in Pakistan is more than that of many sovereign states. For example, the area of Khuzdar a district (in Balochistan) exceeds that of, at least, fifty members of the UN which, include Bahrain, Belgium, Cyprus, Denmark, Holland, Israel, Kuwait, Lebanon, Singapore and Switzerland. One such country is St. Christopher Nevis in the Caribbean, with a population of about 50,000 persons and an area of 100 square miles only.

History of education in Pakistan is replete with setting up of multitude of commissions and promulgation of a number of educational policies and frequently changing administrative set-ups at federal, provincial and divisional levels. Keeping in view the component units of the federation of Pakistan and their geographical remoteness, devolution of powers to the grass roots level appears to be the only feasible approach. It was under these circumstances that the Chief Executive of Pakistan, announced the Devolution Plan to decentralize the process of development planning in the country.

The Devolution Plan, as under implementation in the country, has introduced far reaching changes in the district administrative and local bodies systems in Pakistan. Significantly enough, this plan, described as a devolution process has been conceived, prepared, introduced and put in place by the National Reconstruction Bureau which is an important extension of the Chief Executive's Secretariat.

Draft Plan on Education in Punjab was presented on 23-4-2001 before the Provincial Transition Committee. It was reviewed and discussed at length by the convener and members of the committee. This is the revised plan developed in line with the observation and recommendations of the Provincial Transition Committee on Devolution in Punjab.

Recognizing the urgency of addressing this critical area, the Ministry of Education with the support of the Multi Donor Support Unit (MSU) initiated a series of six workshops at the provincial and federal level to identify future organization structures, administrative arrangements aligned to devolution and ESR/EFA (Education Sector Reforms/ Education for All) and good governance in education. Having passed through different stages, we have the present system of devolution of power, which is discussed under the following headings.

FEDERAL LEVEL

At the federal level, there is the Federal Ministry of Education in the country headed by the Federal Minister for Education, assisted by the federal Secretary of Education. Under the provisions of Constitutions of the Islamic republic of Pakistan, 1973, education is basically a provincial subject, but still the federal Ministry of education performs certain important functions, as for example the formulation of policy at the national level, the co-ordination of the effort of different provinces in the domains of education, the administration of federal educational institutions handling the aid for education uplift from different international agencies and arranging the exchange of programme of students and teachers at the international level. The Federal Ministry of Education operates in different wings each headed by a JEA (Joint Educational Advisor). Each of the wing deals with specified functions, some of which have been mentioned above.

PROVINCIAL LEVEL

At the provincial level, the ministry of education is headed by the provincial Minister of Education who is assisted by the provincial secretary of education and a number of Deputy Secretaries, Assistant Secretaries and Under Secretaries of Education. All of them, along with their support staff, form the establishment at the Secretariat in the field of education. The provincial secretariat performs the functions of policy making and looking after other affairs at provincial level. Up to this point, the provinces are having uniform system, while there are some variations found below this level.

In Punjab, the operational aspect of education at provincial level is managed by the DPI (Director Public Instruction). The post of DPI, which was abolished in 1962, was revived in 1973 at provincial level under the policy of decentralization of educational management. Now in Punjab, there are three DPIs, one each for Elementary, Secondary and College level of education.

The former Inspector of Schools prior to 1973 administered school education at the divisional level, when it was replaced with the Divisional Director of Education. There were separate Directorates for Secondary Education and Directorate for Elementary Education. A Deputy Director and Deputy Directress and Assistant Directors assisted Director of Education. Besides this, there used to be a Registrar for Middle Standard Examinations and an Inspector for training institutions. This set up at Divisional level continued up to the year 2000 when it was done away with.

The last few years witnessed some radical changes in the educational administrative set-up at different levels. According to the latest government plan announced by the government the posts of Divisional Directors were abolished and their powers transferred to Executive District Officers (EDO's) vide No. SO/SE-I, 01-15-2001, the Punjab Gazette, District Government. Rules of Business).

DISTRICT LEVEL

Under the devolution plan, district governments may be called the hub of the system. On August 14, 2001, district governments were created across urban and rural areas under the devolution plan for addressing governance and service delivery, a key strategy for meeting the goals of Education for All (EFA). Under the new system, the process of education sector reforms stands decentralized at the grass-root level. This approach takes the authority of decision making closest to where the problems may actually emerge.

According to this plan, education has been devolved to the districts up to the higher secondary level with Executive District Officers (EDO's) Education and Literacy to manage comprehensive education planning implementation at the district level. The ethos of EFA as well as local government plan has got formal institutional links with the community and public and private partnership to meet development needs.

Prior to the year 1973. Education at district level was managed by the former District Inspector of Schools (DIS) when this post was replaced with that of the District Education DEO with far more powers to exercise which the Regional Director of Education once used to have in the region prior to 1973 to administer education. The DEO alone continued at district level upto 1999 when the District Education Co-ordinators were also appointed in different districts. This system was completely replaced by the Devolution Plan.

Unlike the previous situation, the present one makes it comparatively feasible to solve major educational and administrative problems up to secondary level at the

district level. Thus the centre of authority, once vested in the Inspectors of Schools at the divisional level stands decentralized and transferred to the Executive DEO at the district level who is now in a far better position to solve the educational as well as administrative problems at the district level.

Each district, which initially used to have one DEO administering the whole of school level education is now-a-days having separate DEO's for Primary and Secondary education, managing both boys as well as girls schools in the district under the Executive District Officer. In Punjab, there has also been the post to Learning coordinator in each Tehsil.

Each EDO is assisted in his work by a District Sport Officer, and separate DEO's for Secondary, Elementary education (Male), Elementary education (Female), Special Education, and College Education. Each DEO, except for DEO (colleges), is assisted in his work by Deputy DEO at District headquarters. For each tehsil, there are Deputy DEO's separately for Elementary Education (M) and Elementary Education (W). There will be one Tehsil Sports Officer for each Tehsil in the district. One DEO special Education may work for more than one district depending upon the number of institutions.

Efficient decentralized management and institutionalization of community mobilization are the two mainstays of the latest education policy (1998-2010). A new concept of District Education Authority has been proposed. This authority will have proper linkage with the educational set up on the one hand and liaison with the community for mobilizing its resources on the other. The two inter-related functions of implementation and monitoring will thus be entrusted to the community at the level of basic administrative unit.

In the past, major initiative for engendering grassroots level community participation in the delivery of public sector basic education has been via the formulation of School Management Committees and Parent-Teacher – Association (SMC's/PTA's), but little has been achieved in this regard. Procedural flaws and constitution of such committees without teacher's consent didn't let the system work. Even the department reported numerous wrong doings. Fake SMC's/PTA's were drawing funds, the process of issuing the grants was susceptible to political and the line department officials were demanding to release the grants.

The result of a small survey in Punjab shows that two-third of schools in the sample had committees even though it is now mandatory to have them; parents were not represented on any of the government school committees; 80 percent of the government school SMC's/PTA's rated their performance as 'poor' over half of

them were meeting less than once a month and the incidence of non-functionality was very high.

INCREASING ROLE OF COMMUNITY IN EDUCATION

History of communities' participation in collective action has been quite encouraging in the past. The communities had been engaged in doing quite a lot for the school. They had built boundary walls and provided water and electricity for the school. Thus the raw potential for collective action is there. The focus of local government is at the District and Union Council level although public services like schooling and health are located at the village/ward level. Under the new system, each Union Council will form village council that, in turn, will work with various citizen's community boards to monitor the delivery of services including that of schools. To make the new system a success, attitudinal changes will have to be brought in all concerned. It makes an equal demand both from teacher as well as parents. While, teachers will have to change their attitude towards parents' inclusion in the boards, parents also need to develop a favourable attitude towards teachers. Teacher promotion and any enhancement in their salary need to be made on their basis of their performance, of course, in addition to their punctuality and dealing with children.

Community boards have been empowered to monitor the delivery of services, partly via a process of open public hearings. District department official's hiring, performance, evaluation, promotion, transfers, salaries and incentives will be determined by the inputs from all tiers, including the grassroots level. The Governor of Punjab, on 19th October, 2002 approved to make the existing school councils functional and include two school teachers in the council to be headed by the school headmaster. He also empowered the union council Nazimeen to nominate parent representatives in the respective school council in his constituency. The Governor also directed the education department to conduct professional audit of the private educational institutions.

The Punjab government has decided to extend the community school programmes to colleges, technical institutions and non-functional schools. The Punjab Government is already running a project in over 6,000 government schools in the province since May, 2001. Under this project, the private sector has been engaged to arrange afternoon classes in the government schools. Education department has been sent a directive from the President of Pakistan to ensure sustainable implementation of the project as well as its expansion of government colleges and non functional schools.

Currently Punjab Community Schools Monitoring and Evaluation Cell is working on the feasibility of expanding the project. If found feasible, it is likely to be expanded in close collaboration with the Punjab Education Department. It is expected that the private sector would be given full charge of non-functional schools, both in morning and afternoon. The sector will also be engaged to operate degree classes in colleges.

All NGOs, trusts, affluent people, retired teachers, educated persons, civil/armed forces employees, teachers' organizations and school councils are eligible to apply for running community models schools and colleges. It may be mentioned that the education department has launched the project to bring those students to schools who either drop out or cannot get admission re regular schools due to one reason or the other. Under the programme, private partner must either pay all utility bills of the regular schools or look after maintenance of its building or deposit 10 percent of their income with the morning schools management. The private partner also have been told not to charge a student more than Rs. 300 a month. As many as 6,116 community models schools are currently functioning across the province, where around 45,000 students are enrolled.

A survey of community schools, however, showed that a majority of private partners were facing problems as they were unable to meet the requirements of their agreement with the department. District government is supposed to contribute to meet the expenses involved in making payments for the time the individuals serve on committees. A finance commission on provincial level will determine allocation to the district, which will flow down to grassroots level.

ROLE OF THINK TANKS IN IMPROVING QUALITY OF EDUCATION

The Federal Ministry of Education is in the process of formulating think tanks to improve quality of education. These think tanks will deal separately with Elementary, secondary and higher secondary education, college education and technical and vocational education. It was emphasized that the think tanks would prioritize the quality and relevance of education as the main issue. It has been rightly observed that the focus of our thinking should be on creating international compatibility and on unleashing the creativity of students instead of developing a habit of just memorizing things. The think tanks, comprising eminent scholars and educationists from public and private sector, representing all the provinces, will be permanent bodies so as to enable them play their role effectively to promote the quantitative expansion and qualitative improvement of education in the country.

It has also been decided that formulation of recommendation of think tanks and their implementation will go side by side. The think tanks will continuously provide feedback to the ministry of Education which will arrange for its implementation.

Village or ward is the most critical tier of local government. It has got official recognition, but it lacks in real authority or financial autonomy. Effective decentralization in education requires both macro and micro level planning to ensure that education facilities work optimally for the benefit of citizens of the district and to promote the cause of education and materialize the slogan of (EFA) Education for all.

Diversity, efficiency, equity and lower cost can only be achieved if people managing the system have the right capabilities. There is a genuine concern that localities may not have the skill and technical resources to perform the newly decentralized task. the federal and district level by providing them with opportunities for capacity building to perform the decentralized task of imparting quality education.

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SIGNIFICANCE OF EFFECTIVE COMMUNICATION IN CROSS CULTURAL BRAND RECOGNITION

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ABSTRACT

This paper is an attempt to understand that effective communication strategies act as a catalyst for enhancing the image of an organization in the eyes of its constituents. The objective of the investigation is to reflect upon the fact that communication should not be considered as mere transmission of messages rather it is a full-fledged process ranging from recognizing the intent of the speaker to formulation of the receiver. For the purpose of this research paper, Inferential Model has been taken as the conceptual framework and side by side the conventional Message Model of Communication has been discussed since the shortcomings of Message Model are supplemented by Inferential Model. It is assumed that business organizations in their effort to communicate with their constituencies deliberately or unknowingly are using one or more of the elements of either Message Model or Inferential Model. As such, this paper aims to prove that the root cause of international business communication blunders is embedded in Message Model components whereas organizations working successfully across boundaries are more likely to have followed the traits of Inferential Model. The findings of the research show that there is a profound linkage between organizational efficiency and effective communication. When cultural nuances and local meanings are not known by the speaker, terrible mistakes can be made on behalf of the speaker. Specifically in those parts of the world where people are bilingual it becomes a dilemma for them whom to trust when they are receiving a conflicting message.

It is an undeniable reality that today one of the most vital aspects of successful organizations is effective communication strategies, since it is communication (that is not misperceived and miscommunicated) which facilitates and ensures smooth running of an organization. Devising effective communication strategies is essential for an organization in order to develop a coherent and

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consistent image for itself, and to communicate successfully with its internal and external publics. Some informative extracts are quoted hereunder:

A VOLKSWAGEN named DIAGO WOULD NEVER SELL IN BRITAIN. Rolls-Royce's Silver Mist model is called Silver Shadow in Germany. And Citroen's Evasion Model was launched as Vicinity in Britain in the Fall of 1995.

Why? Mist in Germany means manure, or rubbish. Evasion makes Frenchmen think of freedom and adventure, while English speakers think only of tax evasion. And Diago reminds Britons of Argentinean soccer star Diego Meradonna, an unpopular person in England after a controversial goal in the 1986 Worlds Soccer Championship that evicted England from the tournament. By discovering the name's negative connotation before the launch, Germany's Volkswagen AG saved a costly flop. The car was eventually baptized 'Vento'.

Gone seem the days when corporate executives picked product names at random—such as Germany's Gottlieb Daimler, who named his flagship car Mercedes, after the daughter of a client in Argentina. Professional name-finders also smile when thinking of the origins of Sweden's Ikea AB, which was named after furniture maker Ingvar Kamprad from Elmtaryd in the province of Algnazyd. With some ten million brand names around the world and fierce competition among an ever-growing number of new products, companies increasingly ask for professional help from name-finding agencies in developing distinctive product names. Nevertheless, problems remain. Reebok International Ltd., for example, was embarrassed to learn that the designation of its women's running shoe, 'Incubus', is the name of a mythical demon who preyed on sleeping women. And Nike Inc., another leading athletic supplies manufacturer, was accused of wanting to insult Muslims because the logo on their new shoes which was meant to look like flames resembled the word 'Allah' in the Arabic script.

A good name is particularly important for products consumers identify with, such as cars. Flop stories abound. Japan's Mitsubishi Motors Corp. had to rename its Pajero model in Spanish speaking countries because the term describes the process of masturbation. Toyota Motor Corp.'s MR2 model dropped the number from its name in France because the combination sounds like a French swearword. And Italy's Lancia, a unit of Turin-based Fiat SpA,

posted slow sales of its Dedra model in Britain partly because the name sounds like the word dead to British ears.

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This vividly reveals that communication has become the central tenet for successful business across the globe in the realm of brand recognition.

PREAMBLE

In this rapidly changing world, the business communication is becoming increasingly important for businesses to cross geographical and social boundaries. Pakistan is a country which has to impede economically and technologically to join others in this era of economic achievement and competition. Indigenous businesses in Pakistan have to compete with international business organizations that enjoy global brand recognition. With the economic disparity, such as in Pakistan, it is important to evolve models to promote effective brand recognition for home products, that is, through casually appropriate language, both in terms of verbal and visual impact is immensely significant.

Recently there has been an increased emphasis on effective and efficient communication for brand recognition in all modern businesses across the globe (Argenti, (1998). Argenti goes on to identify three fundamental reasons for this development. Firstly, the flow of information is extremely fast today due to the availability of sophisticated technology to the organizations for communicating with their internal and external constituencies. An organization needs to communicate with its primary constituents (i.e. employees, customers, shareholders and communities) as well as with its secondary constituents (i.e. media, suppliers, government and creditors) which is not a very easy task since the flow of information should be smooth and all the segments must perceive the same message as disseminated by the Chief Executive Officer (CEO) of an organization. Only then, we can rank that all the efforts made from the part of management team to make the communication effective, are successful and have been taken care off.

Secondly, now not only sophisticated technology is available in terms of machines, the people (or recipients of information) also appear to be very sophisticated. Due to their access to internet, magazines, news channels, etc, people tend to be far more educated and aware today as compared to a few decades back. Thus, in turn people are likely to be more skeptical about the authenticity and accuracy of whatever information they receive (Mooiji, 1994). This attitude on behalf

of the recipients compels brand managers to think twice before giving any statement verbally or in writing, especially while promoting their brands. It is, therefore, important to understand the target/specific audience, since information about targeted audience's age, gender, occupation, race, religion interests, and attitudes can go a long way to engrain brand recognition (Coupland and Jawarsky, 1997). From organizations' point of view, gathering of this information is essential since it enables the organization to analyze what the constituency thinks and how it is likely to behave on hearing a certain utterance.

Thirdly, the structure of organizations is now becoming more complex than ever before. This is so because every domestic based organization has the tendency to seek to render its services internationally. Whenever it stumbles upon the opportunity to serve internationally, it does so accordingly. However, in doing so, not only human, financial and technological resources have to be handled sufficiently, but equally important are the communication *resources which must be handled coherently*. The twenty first century has witnessed many renowned brands which totally collapsed when they tried to cater to international or global market because of weak communication strategies. Then, there are other organizations, which have been dealing with their broad range of constituencies and have been disseminating information to their recipients very efficiently and effectively. The example of a well-known brand, Gillette, is important for the purpose of this analysis. Gillette supplies its products worldwide and moulds its products as well as communication tactics according to the cultural and technological requirements of every country. The toughest task for Gillette was to persuade some parts of Third World men to shave. People were illiterate, so the communication mechanism devised by Gillette was to send off portable theaters to remote villages, which were called by Gillette as mobile propaganda units-to show movies and commercials that taught daily shaving. The whole campaign came out to be a big success since people could easily identify themselves with the characters and could understand the language also. Whereas, in other parts of the world where people knew about Gillette products and shaving creams, communication with its audiences was done by Gillette via ads on television and electronic media. This strategy for communicating its products was opted by Gillette only because technology was sophisticated and people were literate. But, even in this situation also communication adjustments had been made by the company. For instance, Gillette opted for a global advertising campaign to introduce its "Sensor Shaver" simultaneously in nineteen countries throughout North America and Europe. Every commercial in every country uses the theme "Gillette, the best a man get," which is accompanied by images of strong energetic men and a whisker clipping diagram. Some of the required changes were quite subtle. For instance, to get the advertisement themes across in French, the phrase "*la perfection au masculine*" was employed. Roughly translated this phrase means

“perfection, male-style.” This particular locution was necessary because the word perfection in French takes feminine article (la) and, therefore, could not be used by itself. (Czinkota et al:1998:639).

Hence, brand managers need to realize that a complex organizational structure is conducive to a greater complexity in organizational communication with a high element of risk of misinterpretation. This is also true when product brand is communicated to the clientele. Therefore, for successful interaction with its constituencies, the manager must try to find out *how successful communication works in different cultural contexts?*

OBJECTIVES

This research was mainly started to evolve an important communication model in the context of Pakistan, with reference to the brand recognition. Furthermore, it set out to understand how effective and efficient communication could be conceived in business organizations in a country like Pakistan whilst developing a model which would be just as effective in similar social and economic set up elsewhere. This is with specific reference to increase business through making brand recognition a focus, that is the brand becomes a part of general culture of a society and in that becomes a cultural symbol. The objectives were to:

- conceptualize communication processes employed by business organizations to sell their products;
- highlight the array of communication problems in a business organization when cultural preferences clash with business agendas;
- spell out elements of language used for brand promotion that influence client perception of the brand, with reference to the cultural value systems;
- evaluate Inferential Model of Communication (IMC) context of developing countries such as Pakistan.

This paper is mainly a theoretical analysis of the inferential model whilst taking examples from the real life case studies of promoting brand recognition. Therefore, in order to seek for the above mentioned objectives, two models of communication were analyzed simultaneously: a) the Message Model of Communication and b) the Inferential Model of Communication. First, the various popular brands were evaluated in light of the precincts of Message Model and then consequently the elements of Inferential Model of Communication which replace the drawbacks of Message Model are highlighted. The selection of particularly these two models is based on the assumption that mostly those organizations which are labeled

as successful in communicating their brands reflect traits of Inferential Model and vice versa.

PROCEDURE

The main gist of the discussion and conclusions for this paper is based on the secondary data collected from different sources. The main source for the analysis was the relevant literature which mainly contained information about international business organization. As mentioned earlier, two models of communication were selected with reference to the brand recognition, this was done to de the merits and demerits of both approaches to suggest a workable model for Pakistani situation.

PARAMETERS AND ANALYSIS

There are various ways of avoiding communication distortions to promote brand names and slogans depending upon detecting the right overall framework. In some cases the simple encoding and decoding of message is sufficient, whereas in other instances one has to seek for the evidence of **'intended reference'** otherwise communication distortion occurs.

This is intended to maintain that the communication process gives rise to **'shared information or knowledge'** and the communication process goes on without any, confusion, misunderstandings and misperceptions if shared knowledge is kept supreme. Moreover, apart from taking into account what is explicitly expressed in verbal communication implicit expression of an utterance must also be considered, as it minimizes the chances of negative connotations to an utterance and thereby any perplexity on behalf of the speaker and the hearer. The paper also focuses on the array of communication problems with which organizations serving across cultures can be confronted if the verbal expressions (especially in case of slogans and brand names) are not handled with care. The paper stresses on highlighting the type of elements which if ignored during verbal form of communication can cause misperception and communication distortion. For the purpose of handling with these two issues, Inferential Model has been taken as a conceptual framework. However, before going on to the discussion of Inferential Model directly it is important to view the shortcomings of Message Model of communication since Inferential Model supplements the limitations embedded in Message Model; it is assumed here that managers while devising the communication strategies intentionally or unintentionally, stumble upon either one or two of the rudiments of the mentioned models:

A) MESSAGE MODEL (MM)

[E]very speech is composed of three parts: the speaker, the subject of which he treats, and the person to whom it is addressed, I mean the hearer, to whom the end or the object of speech refers. (With reference to Aristotle in Argenti: 1998:35)

The Message Model of Communication, which has prevailed for the last forty years, is based on the same foundation as laid down by Aristotle.

When the Message Model is applied to human linguistic communication between speakers of a language, the speaker act as a "transmitter," the hearer act as a "receiver," and the vocal-auditory path (the sound wave) is the relevant channel. (Adrian et al:1997:346)

According to Message Model, communication is successful as long as the hearer decodes the same message which the speaker is trying to communicate (encode). Decoding of a message is an important part of human communication but this does not mean the end of communication. There is a lot more to communication which has to be considered for making communication effective but Message Model has not given much importance to it and hence the points attributed to the shortcomings of Message Model are discussed here under.

PROBLEM OF DISAMBIGUATION

Many utterances/expressions are structurally correct but linguistically these utterances/expressions are ambiguous. In such instances hearer has to detect himself which one is the meaning that is operative. Message Model does not accommodate this aspect to communication and hence the reliance on Message Model alone is going to be a complete communication breakdown thereby resulting in actions based on miscommunication. To further elaborate my point, let us consider the following example:

Manager: The performance of our firm is similar to that of firm A
 rather than firm B.
Employee: Which is good

Now the ambiguity lies in the reply of the employee, that is, whether he is referring to the performance of firm 'A' as good or that of 'B' as good.

This problem arises especially in case of a single language spoken in different cultures. For instance, when a US participant in a business meeting suggests 'tabling

a motion', the mover wants to postpone the discussion; whereas the UK participants will think that the person wants to begin the discussion.

An example of a confusing message was a television commercial for a loan company. In which the English version showed an eager loan officer who jumps over a desk in his hurry to please the client. The voice-over said something like 'When you say "jump", we say "how high?"' But when the commercial was translated into Chinese language, the message said, 'Our service is so good, you will jump for joy', indicating that the person jumping over the desk was the client, not the officer. Since many Chinese are bilingual and they were watching the commercial in two languages, so ambiguity was created about the conflicting message that they were receiving and the loan company terribly failed in disseminating a consistent message to the audience. (Mooij et al:1994: 255)

UNDER DETERMINATION OF REFERENCE

Message Model does not take into account reference to the context. In order to interpret the appropriate (operative) meaning reference to the context is to be taken into account since it is essential. If it is not done so, then, it becomes difficult for the hearer to guess the specific person, place or thing to whom the speaker is referring to.

Employer: Mr. A get me that file.
Mr. A: Yes sir!

As from the reply of employee it is clear the employee knows which particular file the employer is referring to that is why he has not counter questioned the employer.

Let us consider the example of a fragrance which was introduced as "Opium" by Yves St. Laurent in the Asian market. The original French slogan for the product was "Pour celles qui's adonnet a Yves St. Laurent" meaning "For those who are addicted to Yves St. Laurent." In Asia people took the fragrance "Opium" as an illegal and dangerous drug and hence were unable to recognize the utterance act and operative meaning of the fragrance name as well as the slogan which further exacerbated the situation, thus due to under determination of reference and misinterpretation of communicative intent the slogan and fragrance name were taken wrongly by the audiences.

UNDER DETERMINATION OF COMMUNICATIVE INTENTION

The Message Model does not address the element of communicative intention. According to Message Model communication is about dissemination of information at the speaker's end and correct understanding of the message at the receiver's end.

Communicative intention makes it possible for the hearer to determine the exact meaning of the expression uttered, as it is an integral part of the message being communicated. Understanding the communicative intention is essential for the hearer as it depicts the underlying meaning of the sentence being uttered.

Employer: Mr. A, I will be going through complete sales record tonight.

The intention of the employer here might be a threat or a promise but the sentence has only one relevant meaning, which can only be known to the speaker if he first understands the communicative intention of the speaker.

The way speakers intonate and modulate their voices also is directly related to communicative intent of the speaker. In Europe if a group of speakers is speaking loudly then it is interpreted as an indicator of dispute. On the other hand, in some parts of Africa, the one who speaks loudest is likely to get the chance of being listened to. For minimizing communication distortion such signals have to be considered but this dimension to communication has not been highlighted upon by the Message Model.

The following example may be considered, in order to further elaborate the significance of recognizing the communicative intent of the speaker:

In a staff cafeteria at a major British airport, newly hired Indian and Pakistani women were perceived as surly and uncooperative by their supervisors as well as by the cargo handlers whom they served. Observation revealed that while relatively few words were exchanged, the intonation and the manner in which these words were pronounced were interpreted negatively. For instance, when a cargo handler who had chosen meat was asked whether he wanted gravy, a British assistant would say 'Gravy' using rising intonation. The Indian assistants, on the other hand, would say the word using falling intonation, 'Gravy.' The relevant sequences were taped including interchanges like these, and the employees were asked to paraphrase what was meant in each case. At first the Indian workers saw no difference. However, the English teacher and the cafeteria supervisor could point out that 'Gravy,' said with a falling intonation is likely to be interpreted as 'This is gravy,' i.e. not interpreted as an offer but rather as a statement, which in the context seems redundant and consequently rude. When the Indian women heard this, they began to understand the reactions they had been getting all along which had until then seemed incomprehensible. They then spontaneously recalled intonation patterns which had seemed strange to them when

spoken by native English speakers. At the same time, supervisors learned that the Indian women's falling intonation was their normal way of asking questions in that situation, and that no rudeness or indifference was intended. After several discussions and teaching sessions of this sort, both the teacher and the cafeteria supervisor reported a distinct improvement in the attitude of Indian workers both to their work and to their customers. It seemed that the Indian workers had long sensed that they had been misunderstood but, having no way of talking about this in objective terms, they had felt they were being discriminated against. Thus, the cafeteria workers were not only taught to speak appropriate English; rather, by discussing the results of analysis in mixed sessions and focusing on context-bound interpretive preferences rather than on attitudes and stereo types.

Hence, 'a speaker's verbal performance is favorably evaluated by peers only if she or he uses structurally and aesthetically effective ways of speaking. (Coupland et al: 1997: 441).

PROBLEM OF NON-LITERALITY

Message Model ignores the fact that at times the speaker does not mean what the literal words imply. So here to make the communication workable hearer must figure out what the speaker intends to communicate.

Employer: Mr. A, you have done a great job.

This statement may be a sarcasm, irony or appreciation. The hearer has to go beyond the literal meaning and understand the intention of the speaker for correct understanding of the sentence being communicated.

Problem of non-literality arises especially in case of organizations which try to use the same verbal expression (either brand name or slogan) in different cultures without even thinking that when same verbal expressions/lexis are translated into another language, the meaning totally differs for the audience since the cultural frames of reference are not compatible with distinct and local meanings. Hence, whenever an organization decides to serve across its own boundary, it must think twice before using the same slogan as is used in its home country. When *Coca Cola* company entered the Chinese market the name 'Coca Cola' was rendered as 'ke-kou-ke-la,' and it was discovered afterwards that the phrase meant 'bite the wax tadpole' or 'female horse stuffed with wax' depending on the dialect. Coke then reached 40,000 Chinese characters and found a close phonetic equivalent, 'ko-kou-ko-le,' which can loosely be translated as 'happiness in the mouth'.

When *Pepsi* started marketing its products in China, the slogan 'Pepsi brings you back to life' when translated in Chinese came out as 'Pepsi brings your ancestors back from the grave.'

Similarly, Kentucky Fried Chicken's slogan 'fingerlickin good' came out in Chinese as 'eat your fingers off.'

From the above examples it is clear that these are the common mistakes an organization going across its own boundaries is likely to make if translations are not done contextually, since the hearer is likely to take literal meaning of the expression.

PROBLEM OF INDIRECTION

Message Model does not accommodate the problem of indirection. In our daily lives we "intend to perform one communicative act by means of performing another communicative act." (Adrian et al: 1997: 350)

The question arises here that if the speaker is implying to the hearer something other than what the words structured in the message are communicating then how can the receiver interpret the actual meaning ,the solution given to this is by the Inferential Model is contextual appropriateness

B) INFERENCE MODEL

The significant feature of Inferential Model is that it takes into account the context only then the indirect or hidden meaning (from the speaker's end) can be decoded by the hearer. For instance, if the manager says to his staff 'the performance graph of our firm is downward slopping.' It means that the manager indirectly is trying to tell his staff that their performance is not good.

From the above discussion it is much clear that communication is not just limited to exchange of talk between the hearer and the speaker. Communication is successful if the hearer understands that the utterances of speaker are governed by a system of beliefs, and inferential strategies existing in a particular culture. Unless and until both the speaker and the hearer have a shared contextual knowledge, belief system, cultural norms and values they will never be able to communicate coherently. This idea leads us to the discussion of a much better approach to effective communication and thereby efficient management which is An Inferential Approach to Communication:

The *Inferential Model* of communication proposes that in the course of learning to speak our language we also learn how to communicate in that language, and learning this involves acquiring a variety of shared beliefs or *presumptions*, as well as a system of

inferential *strategies*. The presumptions allow us to presume certain helpful things about potential hearers (or speakers), and the inference strategies provide communicants with short, effective patterns of inference from what someone utters to what that person might be trying to communicate. Taken together, the presumptions and strategies provide the basis for an account of successful linguistic communication. (Adrian et al:1997:353)

According to Sperber and Wilson cited in Coupland and Jaworski (1997) in a basic Inferential Model of communication the speaker means something by an utterance when she intends (1) that her utterance will produce a certain response in the audience, (2) that the audience will recognize her intention, and (3) that the audience's recognition of her intention will function as at least part of the reason for the response.

Inferential Model removes the limitations of Message Model and provides various ways to deal with direct and literal communication as well as with indirect and non literal communication. Categorically let us elaborate on the limitations of Message Model by discussing solutions parallel to these limitations of Message Model as laid down by Inferential Model. The Inferential Model labels the communication at two levels i.e. the direct strategy and the literal strategy. A communication is direct when the hearer has to infer from what the speaker is uttering to what the speaker is directly communicating since "utterance and interpretation is not a simple matter of decoding, but a *fallible process of hypothesis formation and evaluation*, there is no guarantee that the interpretation that satisfies the hearer's expectation of relevance will be the correct, i.e. the intended one. Because of mismatches in memory and perceptual systems, the hearer may overlook a hypothesis that the speaker thought would be highly salient, or notice a hypothesis that the speaker had overlooked (Internet Source, 2003). The probability of misunderstanding between the speaker and the hearer arises to a great extent in such instances and "the aim of a theory of communication is to identify the principles underlying the hearer's (fallible) choices." (Internet Source, 2003)

Direct strategy bifurcates the communication process into three sequential steps i.e. first comes the **utterance act** in which the hearer has to recognize the expression which is uttered by the speaker. Verbal communication gives leverage to detect the speaker's intentions about the content of his utterance and then consider the same alternate that speaker has in mind. Next comes the **operative meaning** step, here the job of hearer is to recognize which one of the meanings is intended by the speaker, as there can be multiple meanings to any one utterance. The key to solve this dilemma as embedded in Inferential Model is **contextual appropriateness** which enables the hearer to interpret in the right direction. Many a times it happens

that one word has numerous connotations and in order to perceive the accurate one the receiver has to construct an intelligence supposition in light of the context and framework in which it is being used. For instance, failure to recognize the connotation of the word 'gay' can create quite a commotion amongst receivers. The word 'gay' has been used in American society for representing different things. Traditionally, the word 'gay' was defined as being merry, joyous, and lively. In nineteenth century, the American's had the 'Gay Nineties' and bright colors or sprightly music was referred by people as 'gay'. Then, finally by 1920's and 1930's, however, 'gay' started being applied as a code word for prostitutes who were said to be in 'gay life'.

Finally, the hearer reaches to the final step of **speaker's reference** where he recognizes what the speaker is referring to. This step is very important since every 'utterance' cannot be called a message. We often talk among ourselves without the intention of communicating anything. In such instances we do not expect people around us to detect that we are intending to communicate something. A critical question which arises here in this situation is that how the hearer can know that the speaker's utterance is directed towards him. The solution given to this by the Inferential Model is **communicative presumption** which provides that "the speaker is assumed to be speaking with some identifiable communicative intent." (Adrian et al:1997:353) and the speaker becomes successful in communicating when the hearer recognizes that intention. According to Sperber and Wilson 1995:58 "communicative intention is the intention to make mutually manifest to audience and communicator the communicator's informative intention." (Internet Source, 2003)

This point can further be elaborated by the successful campaign led by Johnson & Johnson in Africa. It, intentionally or unintentionally, incorporated the component of Inferential Model in that it not only recognized that the speaker's reference is important but it also understood the intent is also of equal importance. J&J wanted to expand its Baby Products in Africa. It adopted a marketing and communication plan which included sponsorships of radio programs addressed by Ministry of Health and printed material in anti-natal clinics endorsed by the Ministry of Health. At this point they had relied heavily on the hearer to understand their intent, which was not only to promote healthcare in Africa but healthcare through J&J products.

Today consumers are divided into segments and organizations have to do thorough research on the types of segments they want to sell their brands to, as the language and the words selected to converse with the respective segment is going to be accordingly. Whenever an ad is run on television, if the communicative intent of the speaker is recognized only then one can say that the ad was successful. In Pakistan when a refrigerator brand by the name 'Waves' is aired and the slogan

'Naam Hi Kafi Hai' (loosely translated as 'name is more than enough') appears as a tagline, majority associates the brand with the attribute 'durability,' the same trait on which the company wants to position the brand. The example clearly shows that the tagline enables people to perceive the product with the attribute firm wants it product to be associated with. Therefore, if the communicative intent of the speaker (firm) is not recognized by the hearer then all the efforts in terms of time and money in this particular case would have gone in vein.

Thus, this step enables the hearer to understand that he is being communicated something as well as exactly what is being communicated.

Manager: I will be back in my office exactly sharp at 11:00 a.m.

Employee: Yes sir!

Here the employee has said 'yes sir' which shows that he has recognized the intention as any one of the following (threat, promise) that is why he has not asked any question. Similarly, Avis, the US-based international rental car company uses the slogan "We try harder" which may be translated by the people into the promise of complete international service for customers and excellent personal relations with media.

The literal strategy is a continuation of the steps followed in Direct Strategy. Literal Strategy enables the hearer to infer the same meaning on the part of the speaker which the words literally mean. But we must not forget that literal meaning is not the only meaning since at times the actual meaning is embedded in the expression which has not been uttered. To detect the right meaning, here again we have to consider **contextual appropriateness** concept which enables the hearer to communicate literally.

Pepsi-Cola uses a series of commercials to convey its theme and has been very successful so far. The concept of 'The Choice of a New Generation' showing young people having fun at party, on the beach or in a futuristic environment. The essence of the idea is that people who set trends and are both on the leading edge of the contemporary society and also young at heart choose Pepsi. Not all commercials show young people, an example is the commercial called 'Shady Acres', showing older people having fun, yet the same 'young at heart' comes across. Another campaign the '*Pepsi Challenge*' comparing Pepsi with *Coca-Cola*, runs mainly in USA, as the concept is not accepted worldwide. (Mooij et al:1994:249).

Another example is the confectionery brand Kit Kat. The 'Have a Break' KitKat campaign related to the institutionalized British break at eleven a.m. during which you would have a cup of tea and , perhaps, a KitKat. KitKat was so strongly linked to the eleven o' clock break that it was even called 'Elevensies'.(Mooij et al:1994:235).

The second part of Inferential Model again deals with communication at two levels i.e. the non literal and indirect communication. In case of non literal communication the hearer has to figure out that the meaning of speaker's utterance lies not in the words (literal meaning) rather it is compatible with the non literal. Many a times it happens that the speaker is just being sarcastic, ironical, and funny, uses clichés, metaphors, or is just being exaggerating something. Thus, in such instances what he means to communicate is not compatible to what his expression literally means rather than what he is speaking /implying non-literally. Here, we must keep this thing in mind that non literal expressions can be **standardized** if the speaker and the hearer belong to the same cultural background and have a shared world view but are going to be **non-standardized** in a situation where the speaker and the hearer belong to different cultural backgrounds. But in both the situations of non-literal communication the hearer detects the intention of the speaker by considering **contextual inappropriateness** in which "the hearer must make an intelligent guess as to what the speaker's communicative intent might be based on shared background information as well as the literal meaning of the expression uttered." (Adrian:1997:361). Non-literal communication becomes successful when the hearer recognizes that speaker does not mean what the expression literally means rather it means something which is related to it.

Most of the time it happens, that when we speak, we mean something other than what our words mean. Let us consider the following example:

Outside a Hong Kong tailor shop it was written that "Ladies may have a fit upstairs." The slogan literally depicts that this shop may be offering ready made stairs, but actually the tailor wants to inform the ladies (to attract them) that from this shop their suits will be stitched smartly, which indicates use of non-literal communication.

When Coke used the slogan in China which was loosely translated as "happiness in the mouth." the campaign was successful only because the audience had recognized the fact that no drink can put happiness in mouth so the company must have been communicating non-literally.

In case of indirect communication, the hearer has to recognize what the speaker is communicating indirectly in addition to the direct component. Here again he recognizes this by figuring out that it would be contextually inappropriate for the speaker to be merely speaking directly rather there is something more on the communicative intent of the speaker. For instance, Coors puts its slogan as, "Turn it Loose." This slogan has an indirect component which is more important for the audience to recognize that is Coors helps in slimming and losing weight. Similarly,

the indirect component associated with the slogan "Pepsi brings you back to life" is that after drinking Pepsi one feels fresh and energetic.

IMPLICATIONS FOR PAKISTAN

Pakistan is a country which has diverse cultural, economic, social and political composition, which makes understanding of audience/constituents and or clientele extremely complex and difficult. However, it also is united by many religious and cultural values embedded in the dominant Islamic value system, where respect for family and certain social structures and attitudes is positively apparent. Thus there is much which can be adapted from the discussed communication models, namely Message Model and Inferential Model. Message Models, for example, can help indigenous business to use strong family value messages to gain popularity among the public to promote a brand name. There are examples of such a use of message communication in the case of some international brands which have gained popularity by using culturally sensitive slogans a, images and messages, for example in campaigns by Lipton and supreme tea . However, many local organizations/businesses have employed western or imported ideas which have no gained recognition for their brands, it is hence concluded that for effective brand recognition both messages and contexts are crucial for any organization/business s to succeed and expand in terms of becoming a household and/or public brand name product.

CONCLUSIONS

From the discussion it can be concluded that business organizations which do not anticipate the astounding influence of communication strategies across cultures to promote brand recognition are likely to be confronted with massive failures. Hence an organization needs to recognize that if it opts for the right communication strategy only then it is likely to be liked by its constituencies beyond the confines of its home country. Moreover, it is evident that constituencies have treated those brands with great reverences which have been using the elements of Inferential Model since this model enables the companies to communicate with their customers and other constituencies in such a manner that on receiving the message, hearer can conveniently associate himself with the brand. Whereas enterprises which have been spending money on brand names, slogans etc that are not according to foreign culture requirements are indirectly following one or more elements of Message Model which more often results in inexorable communication efforts and have failed terribly.

Hence, in a nutshell, one might say that well devised communication strategies designed in relation to the cultural requirement of every country can have

significant impact on the way respective constituencies respond toward the organization. Communication based on holistic approach can enable the organization to develop strong relationship with its constituents.

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IMPACTS OF MONITORING CELL AND THE PUNJAB UNIVERSITIES AND BOARDS OF INTERMEDIATE AND SECONDARY EDUCATION MALPRACTICES (AMENDMENT) ORDINANCE-1999

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ABSTRACT

Law regulations and effective monitoring are key words of success in the conduct of examination system. The present paper presents data about impersonation and unfair means cases (from 1995 to 2000) registered during the examinations of Secondary School Certificate & Intermediate conducted by the Examination Bodies (BISE's) of Punjab. It also covers the measures adopted for the eradication of Booti Mafia and Kabza Groups.

INTRODUCTION

Education is a process necessary for the creation of a sound mind in a sound body (Aristotle), a process of development of all those activities in the individual, which enable him to control his environment and fulfill his possibilities (Dewey). It is a means to develop the natural potentials of a person in the conformity with the demand of society. It is to modify the behaviour of the individual and to shape the personality in a more desirable form. The very purpose of instructional process is to help the pupils to achieve a set of intended learning outcome which cover a fairly wide range and are obviously related to the objectives. Education provides passage to a more promising future, providing the skilled manpower needed for economic prosperity and modernization. To determine the achievement or non-achievement of objectives at some appropriate stage, is possible through evaluation.

Education is a crucial phase in the teaching learning process. Evaluation is a touchstone with the help of which one can assess to what extent the individual can succeed in his efforts and lead for the improvement of shortcomings. Educational

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process is incomplete without evaluation. It tells us to what extent the students know. Pope (1985) describes that evaluation as the means whereby we analyze information about the results of students often encounter with the learning experience. Gay (1985) describes that evaluation is the systematic process of collecting and analyzing data in order to make decisions. Gronlund & Linn (1985) states that evaluation of pupil learning requires the use of a number of techniques. It is a systematic process that plays a significant role in effective teaching. It begins with the identification of intended learning outcomes and ends with judgement concerning the extent to which the learning outcomes have been attained. Evaluation is an important link in teaching learning process. Without which we cannot have an insight into the manifold development of an individual's character nor the effectiveness of the educational activities.

Evaluation is the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives have been or are being achieved (Gay, 1985). According to Gronlund & Linn (1990), evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives. Evaluation is needed as a base for guideline of pupils (Vashit,1993). Evaluation is an essential part of the education process. Major function of evaluation is to take all information about students and form a judgments, using a set of objectives as a sounding board. For evaluation in educational system, examinations are an integral part of entire system of education (shah, 1995). Examinations motivate pupils, help them to know their strengths and weaknesses and provide opportunities to the teachers to try new methods to improve the teaching learning situation. Examinations are conducted to fill jobs, to test the development of qualities and abilities in the examinees. The examinees are evaluated by measuring their efficiency in terms of marks, grade or division.

Measurement provides only information such as a list of scores and not the judgment which is required or reaching a sound conclusion to be considered as the set of evaluative procedure used to interpret information into an appraisal (Thorndike and Hagen,1977). Measurement is a systematic ascertaining of a characteristic property or attribute through a numerical device which may be an inventory, a checklist or a questionnaire.

EXAMINATION SYSTEM (PAST) IN VIEW OF GOVERNMENT DOCUMENTS

In 1973, Inter Board Committee of Chairman (IBCC) recommended penal action against those who create law and order situation in or around the examination Centre. In Pakistan the first Education Conference held in November 1947

suggested a critical review of the examination system. The first five-year plan 1955-60 emphatically stated that the examination has come to serve other than educational purpose, chiefly as measures of qualification entitling students to admission to higher level of education or for a government employment. The commission on National Education 1956 reviewed the situation of many weaknesses. Similarly, the commission on students, problems and welfare 1965, the third Five Year Plan 1965-70, the education policy 1972-80 report of the IBCC on examination reforms 1974 and National Education Policy 1979 have criticized the privilege system of Public examination and suggested fundamental reforms.

NEED OF THE STUDY

Our past in respect of examination system, both at Board and University levels, is not worth-mentioning. Even before the end of last decade of 20th century, the use of illegal practices in the Examination Reforms Report 1997 considered student, parents, teachers, heads of the institutions, staff of the concerned agencies, examining bodies, and supervisory staff as equally responsible for committing malpractices. Role played by VIPs including politicians and *Kabza Group* was also quite un-reasonable. In the recent past there have been some cases of tempering and other irregularities in the results. The irregularities have been committed in the results of Result Later-on Cases.

Examination is a device employed to test the knowledge and proficiency of pupils. These also help to determine pupil's skill in understanding questions under the conditions imposed by the examiner. In Pakistan at Secondary and Higher Secondary level's public examinations are held at the end of the course of study, under the supervision of examination bodies, universities and Boards of Intermediate and Secondary Education, various public sector departments/ parties and teachers, etc. Our practices of examination is defective because it does not produce the desired outcomes in view of the rapid and recent advancement in the field of science and technology (Shah, 1995).

Number of unfair-mean-case, impersonation cases and chances of illegal practices were mounting. Keeping in view this pitiable situation of examination system, Chief Minister and Governor of the Punjab in the exercise of powers conferred upon them under the article 128 (2) of the Constitution, they promulgated the ordinance". The Punjab Universities and Boards of Intermediate and Secondary Education Malpractice (amended) ordinance 1999 to amend the Punjab Universities and BISCs Malpractice Act, 1950.

1. Submission of section 3 of ACT XXXII of 1950 (Punishment of Malpractice)
2. Addition of section 3- a in ACT XXXII of 1950 (General Provision)

3. Amendment of section 4 of ACT XXII of 1950.

Monitoring Cell, immediately after its creation, set up special teams for the strict checking of examination centers. Authorities of BISEs Punjab under the instructions of monitoring cell, launched programme of strict checking and supervision of examination centres, especially the centres of bad reputation by setting special squad and mobile teams which played a pivotal role in the implementation of Punjab Universities and BISEs Malpractice Act, 1950 Ordinance 1999.

MATERIALS AND METHODS

Data of both unfair means and impersonation cases, detected in SSC and intermediate examinations annual (1995-2000) and supplementary (1995-1999) were collected by sending appropriate performa to the Controllers, BISEs of Punjab. Moreover, results gazettes were consulted. Data were arranged on year wise basis, Annual/ Supplementary and Male/Female basis. Total male/female and grand total for each board and all the nine Boards in Punjab were calculated. The mean for each year was calculated and comparison among the different years were made on the basis of average values of those years to know the impact of strict supervisions, invigoration and punishment imposed on the miscreants.

RESULTS AND DISCUSSION

Grand total and mean after the base year decreased continuously in all categories (Table 1 to 4). However, female candidates showed no response during Intermediate examinations (Supplementary 1999) for impersonation cases which raised the values of grand total and mean in the data.

IMPERSONATION CASES (SECONDARY SCHOOL EXAMINATION)

In 1998, the numbers of impersonation cases were maximum in both annual and supplementary examination. Due to strict rules and checking by monitoring cell as well as by the supervisory staff, in next two years this value gradually decreased, as the students became conscious of the intensity of punishment as a result of some illegal action (Table 1, Fig. 1).

IMPERSONATION CASES (INTERMEDIATE)

In 1998 (Annual), the number of impersonation cases was lesser than that of 1997 as the students observed the consequences, which the students of Matric had to face in their annual examinations. This value again decreased gradually in 1999 and 2000.

Results of the years 2000 could be more better, if the female students of Lahore Board showed more positive response. But the detection of so many cases indicates the vigilance of supervisory staff, which is the result of a feeling of some protection of Government.

Same pattern was seen in supplementary examination. Other than that in year 1999, the number of cases raised due to the non-response by male candidates especially in Lahore, and Rawalpindi Board. (Table 2, Fig. 2)

UNFAIR-MEANS CASES (SECONDARY SCHOOL EXAMINATIONS)

In cases of unfair mean cases, the rules came to be much effective as these cases started decreasing gradually from 1998. However, these results could be more better if the students, especially male students of Lahore, Rawalpindi and Azad Jammu Kashmir Boards showed more positive response.

In supplementary we got the same results as in annual examinations. Again here more improvement could be obtained if students of Gujranwala Board in 1997-98 and 99 where as Lahore Board in 1997 and Rawalpindi Board in 1997, showed some positive response (Table 3, Fig 3).

UNFAIR-MEANS CASES (INTERMEDIATE)

Improvement in fairness of examination could be seen from 1998, especially in annual examinations, as the number of unfair mean cases started decreasing from that year. However, Gujranwala and Rawalpindi Board in annual examination and Lahore Board in Supplementary examinations played a main role in increasing the mean. (Table 4, Fig. 4).

Table 1:
SECONDARY EXAMINATION BISeS PUNJAB IMPERSONATION CASES
(MALE/FEMALE)

ANNUAL (1995-2000)

BISE/ YEAR	FSD		SGD		Gujra WALA		LHR		R/PIN		MULTAN		B/PUR		D.G. KHAN		AJK		TOTAL		G. TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	13	1	2	-	37	4	57	1	10	-	21	4	4	-	10	1	-	-	154	11	165	18
1996	20	1	3	-	51	9	17	3	4	1	29	5	10	-	10	-	-	-	141	19	160	18
1997	18	-	8	1	37	5	22	3	14	1	29	1	16	-	4	2	1	1	149	14	163	18
1998	28	4	8	1	80	6	7	1	25	4	15	7	9	2	12	2	12	-	196	27	223	25
1999	11	1	4	-	56	7	2	-	-	1	12	3	0	3	0	1	0	-	86	16	102	11
2000	4	-	-	-	1	3	2	-	-	3	4	1	1	-	2	-	1	-	15	7	22	2

SUPPLEMENTARY (1995-99)

BISE/ YEAR	FSD		SGD		G. WALA		LHR		R/PIN		MULTAN		B/PUR		D.G. KHAN		AJK		TOTAL		Grand TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	5	1	2	-	87	2	14	3	1	-	10	4	22	-	-	-	-	-	141	10	151	17
1996	2	-	1	-	18	2	36	-	1	-	11	2	10	1	5	1	-	-	83	6	89	10
1997	10	-	-	2	58	1	27	2	-	-	9	1	7	-	1	1	-	-	112	7	119	13
1998	3	1	-	-	7	2	14	-	2	-	-	1	-	-	2	-	2	1	45	5	50	6
1999	1	1	-	-	5	1	5	-	2	-	-	1	-	-	2	-	2	1	17	4	21	2

**Table 2:
INTERMEDIATE EXAMINATION BISEs PUNJAB IMPERSONATION CASES
(MALE/FEMALE)
ANNUAL (1995-2000)**

BISE/ YEAR	FSD		SGD		G.WALA		LHR		R/PIN		MULTAN		B/PUR		D.G. KHAN		AJK		TOTAL		G. TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	16	2	-	1	66	4	147	4	7	-	10	-	6	-	4	3	1	-	227	14	291	32
1996	13	2	4	3	11	1	34	1	4	-	7	1	1	-	1	-	2	-	77	8	85	9
1997	10	6	4	1	9	1	31	4	8	4	5	3	5	-	2	1	3	-	77	20	97	11
1998	7	3	-	1	2	4	37	1	9	1	15	1	1	1	-	-	-	1	76	13	89	10
1999	4	3	2	-	3	-	12	1	4	-	2	-	8	-	3	-	2	-	40	4	44	5
2000	2	1	-	-	-	-	2	10	5	-	1	-	2	-	-	-	3	-	15	11	26	3

SUPPLEMENTARY (1995-99)

BISE/YEAR	FSD		SGD		G.WALA		LHR		R/PIN		MULTAN		B/PUR		D.G.KHAN		AJK		TOTAL		G.TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	15	-	-	-	22	-	27	11	4	-	9	1	1	1	1	-	-	-	79	13	92	10
1996	18	2	2	3	70	2	11	4	-	-	13	2	3	1	1	1	-	-	118	15	133	15
1997	12	2	1	1	8	3	15	-	-	-	1	-	2	-	-	-	-	-	39	15	45	5
1998	2	1	1	-	6	1	6	5	-	-	7	2	3	2	1	2	2	1	28	14	42	4
1999	1	-	1	-	-	-	10	2	45	-	3	-	2	-	-	-	1	-	63	2	65	7

Table 3:
SECONDARY EXAMINATION BISEs PUNJAB UNFAIR MEANS CASES
(MALE/FEMALE)

ANNUAL (1995-2000)

BISE/YEAR	FSD		SGD		G.WALA		LHR		R/PIN		MULTAN		B/PUR		D.G.KHAN		AJK		TOTAL		G.TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	151	6	80	14	117	2	814	140	184	54	238	43	164	27	94	6	221	33	2063	325	2388	265
1996	156	5	33	10	62	17	943	292	267	20	292	30	62	46	119	30	113	17	2047	467	2514	279
1997	113	5	75	07	64	01	1062	95	160	20	460	57	90	115	120	13	278	47	2422	360	2782	309
1998	149	13	86	18	23	06	657	36	276	30	205	60	95	19	136	27	223	66	1850	275	2125	236
1999	71	10	120	30	07	02	183	65	214	69	102	18	116	06	83	17	166	21	1062	238	1300	145
2000	43	04	52	29	-	02	79	30	102	55	34	08	22	05	11	01	220	29	563	163	726	81

SUPPLEMENTARY (1995-2000)

BISE/YEAR	FSD		SGD		G.WALA		LHR		R/PIN		MULTAN		B/PUR		D.G.KHAN		AJK		TOTAL		G.TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	34	2	19	2	389	68	238	30	29	07	108	13	22	02	24	2	67	07	930	133	1063	118
1996	14	02	08	03	143	14	113	06	19	03	99	05	16	06	27	05	09	-	448	54	502	56
1997	20	03	20	02	173	58	167	23	76	10	59	11	16	-	29	04	35	08	586	119	705	78
1998	12	02	05	03	115	34	56	16	38	04	30	08	02	-	21	05	19	02	298	74	372	41
1999	13	01	23	05	13	42	18	20	48	21	19	05	05	-	13	01	15	02	167	97	264	29

Table 4
INTERMEDIATE EXAMINATION BISEs PUNJAB IMPERSONATION CASES
(MALE/FEMALE)

ANNUAL (1995-2000)

BISE/YEAR	FSD		SGD		G.WALA		LHR		R/PIN		MULTAN		B/PUR		D.G.KHAN		AJK		TOTAL		G.TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	202	20	88	07	46	4	1235	73	126	50	115	32	82	01	27	07	-	-	1921	194	2115	235
1996	194	22	42	16	51	24	800	76	113	62	105	12	135	07	82	24	-	-	1522	243	1765	196
1997	224	16	55	18	55	5	879	85	358	91	121	27	150	04	66	12	01	61	1909	319	2228	248
1998	240	65	81	26	14	5	299	65	305	103	192	28	143	29	41	11	12	-	1291	332	1623	180
1999	75	24	69	44	11	123	156	122	71	79	57	33	39	16	31	01	01	-	509	438	947	105
2000	12	06	09	05	35	60	35	16	75	24	20	17	25	02	09	01	01	-	221	131	352	39

SUPPLEMENTARY (1995-99)

BISE/ YEAR	FSD		SGD		G.WALA		LHR		R/PIN		MULTAN		B/PUR		D.G. KHAN		AJK		TOTAL		G. TOTAL	MEAN
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1995	25	02	13	01	279	29	206	84	56	7	22	10	40	02	7	2	-	2	648	139	782	88
1996	48	01	12	02	49	54	151	36	53	14	20	02	29	10	05	06	-	-	367	125	492	55
1997	26	-	04	-	91	62	79	31	40	5	16	04	19	06	03	-	-	-	278	108	386	43
1998	10	01	3	01	40	24	26	19	46	19	09	3	19	05	05	-	-	-	158	72	230	25
1999	06	03	07	05	19	01	17	31	17	12	10	07	08	03	01	-	02	01	87	63	150	14

Fig 1: Secondary School Certificate Examination BISEs Punjab (Impersonation Cases)

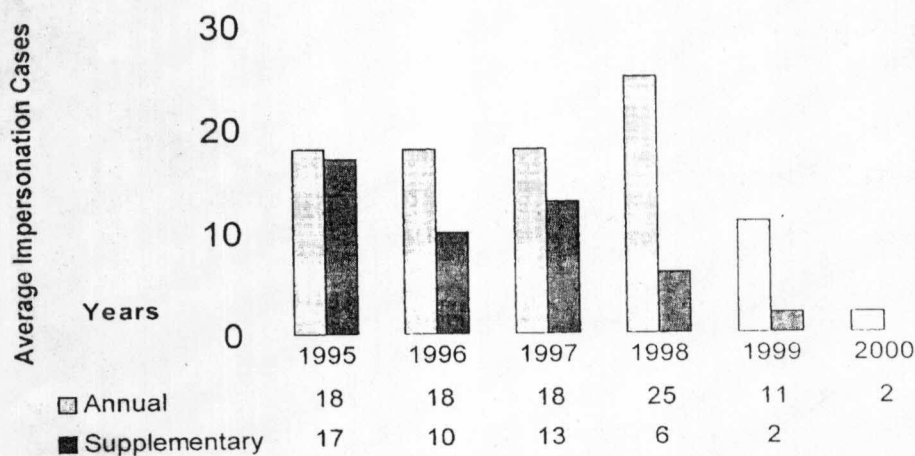


Fig 2: Intermediate Examination BISEs Punjab (Impersonation Cases)

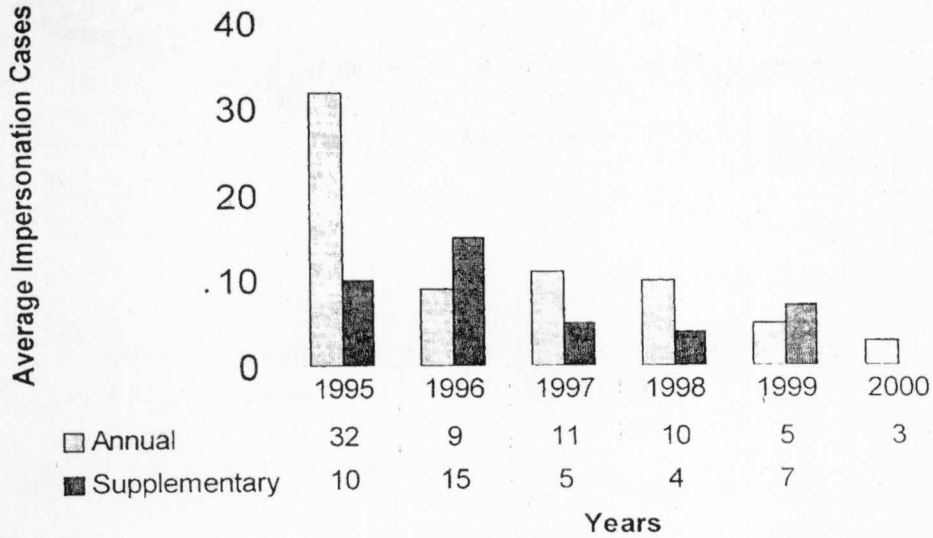


Fig 3: Secondary School Certificate Examination BISEs Punjab (Unfair Means Cases)

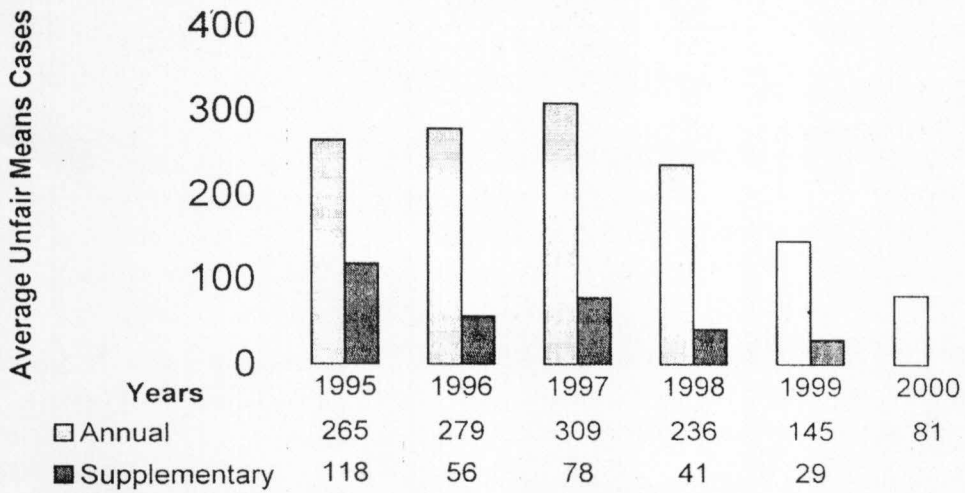
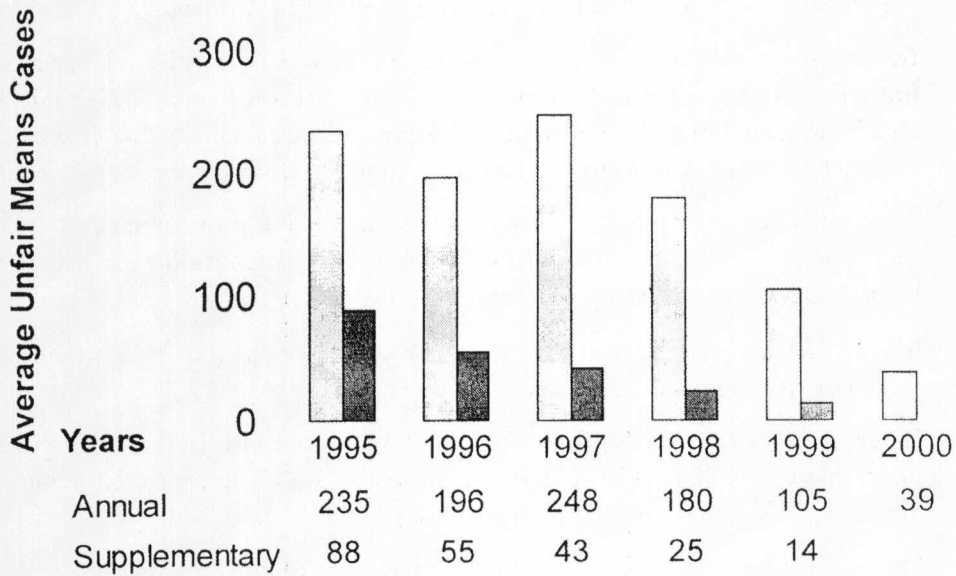


Fig 4: Intermediate Examination BISEs Punjab (Unfair Means Cases)



SUGGESTIONS

1. Aptitude or entrance test should be introduced in the professional colleges to an extent of 30% weightage of marks. It will surely decrease the pressure on the Board/University examinations and resultantly the graph of malpractice will decline.
2. All persons found hindering the smooth running of examination work or threatening the concerned staff either in the examination centers or in Board's office must be booked under the Punjab Universities and Boards Act, 1999 and deterrent punishment must be awarded to the miscreants or even under ordinance 2000, Removal from service could be observed.
3. Any miscreant detected in and around the examination centres or in Board's office committing any sort of irregularity, must be disqualified permanently from getting any assignment of the Board in future.
4. Irregularities committed by the staff of any centre should be communicated to the Education Department for necessary severe action under E & D rules and under Removal from Service Ordinance 2000. This will make the supervisory staff and other concerned more careful and alert while performing their duties.

5. Superintendents should be allowed to appoint only one invigilator/clerk in the examination centre on his behalf.
6. Rotation of duties of supervisory staff may also be introduced
7. In case of impersonation, immediate severe action should be taken against both the impersonators. Moreover, the form attesting authority should be equally awarded punishment. Due care must also be taken at the level of the Board itself where photographs can be changed to promote impersonation.
8. The centre of bad reputation may be closed for a period of three years and in their places new centres should be established. Examination centres should be well-guarded to avoid outside interference.
9. Magisterial powers should be given to the Center Superintendent and Resident Inspector during the conduct of examinations.
10. If any member of the staff is found to be involved in U.M.C., his parent department must be informed about his act so that a necessary disciplinary action may be taken against such persons.
11. Steps should be taken by the Civil Administration to curb the tendency of malpractices in the examinations.

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A STUDY OF THE EFFECTS OF INTEREST IN CONTENT ON ACHIEVEMENT IN ENGLISH POETRY AT THE SECONDARY LEVEL

By
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ABSTRACT

The following study has been designed to evaluate the effects of interest in content on achievement in English poetry at the secondary level. For this purpose, English Textbook of 9th class, prescribed by the Punjab Textbook Board was used. Questions like the existence of interest and its extent in course poems, effects of interest on students achievement, extent of interest in poems aspects, the existence and extent of difficulty of the course poems and its effects on students interest and achievement, the effect of diction on students interest and achievement in the course poems taught to 9th class have been answered under this study. An opinionnaire and an achievement test were used as research tools for data collection. For statistical analysis of data, percentage method was used. The results of the study showed that majority of the students have interest in course poems except one "Going down hill on a Bicycle" four course poems out of eight keeping simple nature and diction developed interest among students which effected their achievement positively while other course poems keeping difficult nature and diction negativel, effected students achievement.

INTRODUCTION

"English is a foreign language that is, it is taught in the schools often widely. The recognition that many students of English need the language for specific instrument purposes, had led to the teaching of English for special purposes." (Broughton.1980). Poetry is a necessary part of English subject and has been defined as:

"A thing of beauty, beauty of thought, beauty of form, beauty of joy, mood or feeling. It is a great purifier and uplifter of human nature. It riches the emotional life of an individual by bringing him in contact with the feelings and aspiration of great soul. It raises the material world to a higher state, increases the sense of beauty of the child and gives him pleasure." (Dash. 1986)

In Pakistan, English is taught as a compulsory subject at the secondary level. Students at the secondary level have critical, physical and mental age, so the contents

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given in their English course poems should be according to their interests, needs, desires, social and religious values which may positively effect their achievement level in content of English poetry.

Many people fail to understand the correct meaning of interest. "An interest has been explained as something which the child identifies his personal well being: Interests are sources of motivation which drive people to do when they free to choose. When they see that something will benefit them, they became interested in it." (Hurlock, 1978)

Shofer and Murphy (1994) explain the word "Interest" as that it is a learned effective response to an object or activity, things in which we are interested elicit positive feelings, things in which we have little interest elicit little effect, and things in which we are totally disinterested elicit a path or even feelings of aversion". According to Jalota (1951), a teacher should have the knowledge of his students interests for making learning effective and memorable.

Sajid (1982) describes that "Interest is related to man's nature and attitudes. If you inclined towards a thing, you will take interest in it. The same case is with educational activities. Those activities towards we are inclined they will show the sense of interest. Efforts should be made on this point that the students should show their inclination, then they will demonstrate their interest". (Translated from Urdu)

Some people think that interest and satisfaction are the same thing. When something gives satisfaction to us. It becomes interesting to us. According to Hurlock (1978) "when we see that something will benefit us, we become interested in it". In this way, if interest comes satisfaction then interest and achievement are similar because achievement also brings satisfaction as well as increase interest. Hurlock (1980) describes that "Achievement brings satisfaction as well as social recognition. This is why achievement, whether in sports, school work, or social activities become such a strong interest". Hausen (1967) defined achievement as "A skill of understanding acquired usually with reference to the basic subjects."

According to Chauhan (1997), "the importance of interest lies in achievement because our achievement motivates us and increases our interest which prompts us to spontaneous activity. It is a great force that motivates an individual for further achievement."

Danker (1981) also describes the same thing: "Interest and achievement are closely related and can not be isolated from each other. If we have interest in something and our achievement is good in that field, then our achievement will give happiness. In fact, our interest motivates us for further achievement, and our achievement motivate us for higher interest."

Hines (1983) gives importance to children's interests in the form of such words: "In the educational process, children's interests have great importance that the interests of individuals are important in education where they serve as a basis for the selection of curriculum content, for choosing among teaching methods and for educational and vocational guidance."

OBJECTIVES OF THE STUDY

The questions addressed in this study were;

1. Which course poems are interesting for students and at which extent?
2. Has interest some effect on students achievement and at which extent?
3. In which aspects of poems students have great interest?
4. Which course poems are difficult for students and at which extent?
5. Has difficulty of the poem some effects on students interest and achievement in that poem or not?

POPULATION AND SAMPLE

Female students of 10th class from four Government Girls High School of Multan City were the population of this study from which 120 students (Science and Arts groups) were selected as sample through systematic random sampling technique. The reason of drawing the sample from 10th class for the section of English poetry taught to 9th class was that those students of 10th class were newly promoted and completed the course of 9th class which was the condition of this study.

PROCEDURE OF THE STUDY

Keeping the objectives of this study in view, English textbook of 9th class prescribed by the Punjab Textbook Board, was used. For data collection, an opinionnaire and an achievement test were used as research tools. In opinionnaire students were asked to write down the names of those course poems interesting for them and its extent, names of difficult course poems and their extent of difficulty, tick the various aspects of each poem interesting for them and tick the column of diction: simple diction or difficult diction. In achievement test, the items were given as write the meaning of difficult words in Urdu (three words from each poem), tick the correct nature of the poems (three options for each poem), answer the following questions (three each poem) and write the main idea of each course poem. The achievement test of each course poem was of twenty (20) marks which were distributed as six (6) marks for words meaning (Two for each word), Two (2) marks for the correct nature of the poem, Nine (9) marks for short question answer (Three marks for each) and three (3) marks for main idea of the poem.

Students were allotted an hour for opinionnaire and three hours for attempting achievement test. Percentage method used for data analysis. Fifty percent (50%) or above score achieved in each poem by the students in achievement test considered good score and below this was considered bad score.

Thirty percent (30%) students placing the poem at any level of interest, and difficulty in opinionnaire were considered an effective minority. There were four levels of interest and difficulty as 1 (At very high extent), II (At high extent), III (At some extent), IV (Not at all).

The findings and Results are presented here.

Table No.1
LEVELS OF INTEREST AND STUDENTS ACHIEVEMENT

Sr. No.	List of Poems	Levels of Interest (N.O.S)	Number of students (N.O.S)	%	N.O.S Achieved good score	%	N.O.S Achieved Bad Score	%
1.	The Hen	I	34	28.33	31	91	3	9
		II	70	58.33	48	69	22	31
		III	16	13.33	8	50	8	50
		IV	-	-	-	-	-	-
2.	Prayer	I	57	47.5	52	91	5	9
		II	63	52.5	59	94	4	6
		III	-	-	-	-	-	-
		IV	-	-	-	-	-	-
3.	The Lost Doll	I	71	59	49	69	22	31
		II	47	39	37	79	10	21
		III	2	2	2	100	0	0
		IV	-	-	-	-	-	-
4.	Abu Ben Adhem	I	49	40	26	53	23	47
		II	69	58	89	57	30	43
		III	2	2	-	-	2	100
		IV	-	-	-	-	-	-
5.	Going down Hill on a Bicycle	I	-	-	-	-	-	-
		II	12	10	8	67	4	33
		III	108	90	46	43	62	57
		IV	-	-	-	-	-	-
6.	The Way to Happiness	I	7	6	7	100	-	-
		II	57	47	25	44	32	56
		III	56	47	18	32	38	68
		IV	-	-	-	-	-	-
7.	Daffodils	I	10	8.33	8	80	2	20
		II	93	77.5	61	66	32	34
		III	17	14.16	11	65	6	35
		IV	-	-	-	-	-	-
8.	My Country	I	8	6.66	2	25	6	75
		II	74	61.66	36	48	38	52
		III	38	31.66	18	47	20	53
		IV	-	-	-	-	-	-

Table No.1 describes that all course poems except one (Going down hill on a bicycle) were interesting for the majority of the students. This interest positively effected their achievement in poem. No. 1, 2, 3, 4, and 7. And in poem No. 6 and 8, students interest has no positive effects on their achievement in these two poems.

Table No. 2
LEVELS OF DIFFICULTY AND STUDENTS ACHIEVEMENT AS COMPARED
TO THEIR LEVELS OF INTEREST

Sr. No.	List of Poems	Levels of Difficulty	No. of Students (N.O.S)	%	N.O.S. Achieved good score	%	Levels of Interest							
							I		II		III		IV	
							NOS	%	NOS	%	NOS	%	NOS	%
1.	The Hen	I	8	7	4	50	-	-	4	100	-	-	-	-
		II	35	29	19	54	-	-	15	79	4	21	-	-
		III	77	64	65	84	32	49	25	38	8	22	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-
2.	Prayer	I	-	-	-	-	-	-	-	-	-	-	-	-
		II	31	26	29	94	-	-	29	100	-	-	-	-
		III	89	74	82	92	52	63	30	37	-	-	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-
3.	The Lost Doll	I	2	2	0	0	-	-	-	-	-	-	-	-
		II	17	14	13	76	-	-	13	100	-	-	-	-
		III	101	84	5	74	51	68	24	32	-	-	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-
4.	Abu Ben Adhem	I	2	2	-	-	-	-	-	-	-	-	-	-
		II	53	44	25	47	5	20	18	72	2	8	-	-
		III	65	54	30	46	18	60	12	40	-	-	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-
5.	Going down Hill on a Bicycle	I	108	90	46	43	-	-	-	-	46	10	-	-
		II	8	7	6	75	-	-	6	100	-	0	-	-
		III	4	3	2	50	-	-	2	100	-	-	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-
6.	The Way to Happiness	I	55	46	15	27	1	7	-	-	14	93	-	-
		II	55	46	27	49	3	11	22	81	2	7	-	-
		III	10	8	8	80	4	50	2	25	2	25	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-
7.	Daffodils	I	21	18	9	43	-	-	2	22	7	77	-	-
		II	89	74	65	73	-	-	59	91	6	9	-	-
		III	10	8	6	60	6	100	-	-	-	-	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-
8.	My Country	I	44	37	24	54	-	-	6	25	18	75	-	-
		II	70	58	30	42	2	7	28	93	-	-	-	-
		III	6	5	2	33	-	-	2	100	-	-	-	-
		IV	-	-	-	-	-	-	-	-	-	-	-	-

Table No. 2 describes that poem No. 1,2,3 and 4 were difficult for the majority of the students at some extent (III) and not negatively effected their achievement in these poems. It also shows that the difficulty of these poems has not negative effect on students level of interest.

Poem No. 5,6,7 and 8 were difficult for the majority of the students at very high (I) and high extent (II) and negatively effected their achievement in these poems except poem No. 7 (Daffodils). It also shows that the difficulty of these poems at very high and high extent (I and II) has no negative effect on students level of interest.

Table No. 3
DICTION OF THE POEMS

Sr. No.	List of Poems	Simple diction Number of the students	%	Difficult diction Number of the students	%
1.	The Hen	91	76	29	24
2.	Prayer	120	100	-	-
3.	The Lost Doll	117	97.5	3	2.5
4.	Abu Ben Adhem	110	92	10	8
5.	Going down Hill on a Bicycle	7	6	113	94
6.	The Way to Happiness	39	32.5	81	67.5
7.	Daffodils	89	74	31	26
8.	My Country	31	26	89	74

Table No.3 describes that the diction of the poem No. 1,2,3,4 and 7 was simple for the majority of the students. The diction of the poem No. 5,6 and 8 was difficult for the majority of the students.

Table No. 4
STUDENTS INTEREST IN VARIOUS ASPECTS OF THE POEMS

Sr. No.	List of Poems	Aspects: Idea/ Subject		Imagination		Imagery		Language		Rhythm		Close to Feelings & experiences		According to social set up	
		NOS	%	NOS	%	NOS	%	NOS	%	NOS	%	NOS	%	NOS	%
1.	The Hen	32	27	27	23	17	14	24	20	5	4	12	10	-	-
2.	Prayer	53	44	9	8	10	8	10	8	7	6	14	12	9	8
3.	The Lost Doll	46	38	11	9	13	11	11	9	5	4	18	15	-	-
4.	Abu Ben Adhem	36	30	38	31	-	-	5	4	5	4	-	-	-	-
5.	Going down Hill on a Bicycle	4	3	10	8	-	-	-	-	10	8	-	-	-	-
6.	The Way to Happiness	21	18	12	10	13	11	11	9	11	9	14	12	21	18
7.	Daffodils	-	-	41	34	39	33	20	17	20	17	-	-	-	-
8.	My Country	22	18	8	7	8	7	7	6	3	3	10	8	8	7

CONCLUSION

The results of the study show that the poems (1,2,3,4,7) with simple nature and diction were interesting for the majority of the students and this interest positively effected their achievement in these poems. The poems (6,8) with difficult nature and diction were also interesting for the majority of the students except on e (5) "Going down hill on a bicycle" but negatively effected students achievement in these poems. The conclusion is that poems with simple nature and diction developed high interest among students and this interest positively effected their achievement.

At the basis of the results of the descriptive study, it may be suggested to curriculum planners to include the poems according to the students interest and vocabulary through the experimental procedure of content selection in English Textbook of 9th class prescribed by the Punjab Textbook Board.

ACHIEVEMENT TEST

Q. No.1 Write down the meaning of the difficult word in Urdu

1. **Poem "The hen"**
Words: Meanwhile, Snatch, Peck,
2. **Poem "Prayer"**
Words: Bloom, goodness, Shelter
3. **Poem "The Lost Doll"**
Words: Terrible, Trodden off, Heath
4. **Poem "Abu Ben Adhem"**
Words: Increase, Vision, Wakening Light
5. **Poem "Going down Hill on a Bicycle"**
Words: Bliss, Still, Golden moment
6. **Poem "The Way to Happiness"**
Words: Content, Herd, Quiet
7. **Poem "Daffodils"**
Words: Continuous, Jocund, Milky Way
8. **Poem "My Country"**
Words: Dedicate, Comrades, Soothing Light

Q.No.2. Tick the correct nature of the following poems as given below:

<u>List of Poems</u>	<u>Nature</u>
1. "The hen"	1. Toy, 2. Nature of fowl, 3. Happiness
2. "Prayer"	1. Religious Person, 2. Nature, 3. God
3. "The Lost Doll"	1. Toy, 2. Happiness, 3. Beauty
4. "Abu Ben Adhem"	1. Religious Person 2, God, 3. Prayer

- | | |
|-----------------------------------|--|
| 5. "Going down Hill on a Bicycle" | 1. Freedom, 2. Bird's Song, 3. Expression of Riding |
| 6. "The Way of Happiness" | 1. Wealth, 2. Desire for peaceful life, 3. Higher Wishes |
| 7. "Daffodils" | 1. Nature, 2. A visit to Valley, 3. Bird's Song |
| 8. "My Country" | 1. Freedom, 2. Patriotism, 3. Happiness |

Q.No.3. Keep the Nature of the following poems in mind and answer the following questions.

1. Poem "The Hen"

- Q.No.1 When you try to take the eggs of the hen what does she make?
 Q.No.2 Do you find it easy to take the eggs of the hen?
 Q.No.3 How can you take the eggs of the hen?

2. Poem "Prayer"

- Q.No.1 Who gave us a right way
 Q.No.2 God bless this world with many things, write down the names of these things
 Q.No.3 Poet says that we are very thankful to God. Why we are very thankful to God?

3. Poem "The Lost Doll"

- Q.No.1 Describe the beauty of the doll in your own words?
 Q.No.2 When the girl found her doll, what were its condition?
 Q.No.3 Why the girl still loved her doll, what were its condition?

4. Poem "Abu Ben Adhem"

- Q.No.1 Write down the starting dialogue between Abu Ben Adhem and Angle
 Q.No.2 When angle told Abu that his name was not in the list of loved the lord, then, what Abu said to him?
 Q.No.3 Next night, what happened?

5. Poem "Going Down Hill on a Bicycle"

- Q.No.1 How does the boy come down from the hill?
 Q.No.2 What does the boy said to the birds?
 Q.No.3 Boy said that his life is full of two bliss. Describe these bliss

6. Poem "The Way to Happiness"

- Q.No.1 Who is the happy person according to his poem?

Q.No.2 Describe the two sweet recreations of the happy man?

Q.No.3 Which type of life poet wishes?

7. Poem "Daffodils"

Q.No.1 What did the poet see beside the lake?

Q.No.2 What were the flowers doing?

Q.No.3 When the poet is in sad mood, which scene fill his heart with joy and happiness?

8. Poem "My Country"

Q.No.1 What thing came into reality?

Q.No.2 What the poet wishes for his country?

Q.No.3 How can we make our country strong?

Q.No.4 Write down the main idea of the following poems

1. "The Hen"

2. "Prayer"

3. "The Lost Doll"

4. "My Country"

5. "Daffodils"

6. "Going Down Hill on a Bicycle"

7. "Abu Ben Adhem"

8. "The Way to Happiness"

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THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
RESEARCH REPORT

The following report describes the results of a study conducted in the Department of Chemistry, University of Chicago, during the period from January 1, 1950, to December 31, 1951. The study was carried out by the following persons: [Names of researchers]

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THE STYLE OF PARENTING AND ITS CONSEQUENCES ON THE DEVELOPMENT OF CHILDREN

By
Sadia Batool*

The family is one of society's main, and arguable most important, social institution as it serves to socialize individuals to be productive member of the society. It is the child's first and longest lasting context for development. Although other social settings also mould children's development, in power and breadth of influence, none equals the family. As parents are the central figure in the family, they have a unique role in shaping and framing a child's early social environment, interactions and relationships (Emler and Hogan, 1981; Dunn, 1988). Infact, Parent-child relationship plays a crucial role in social, psychological and emotional development of a child.

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Parenting means providing support, care and love in a way that leads to the total development of the child while strengthening the parent-child relationship. The parents accept responsibility for the child's physical needs; provide guidance for the child and create a nurturing climate of loving care, attention and encouragement that build up the child's self-esteem.

According to Dr. William Sears, parenting is defined as: "An uninterrupted, nurturing relationship, specifically attuned to a child's needs as he or she passes from one developmental stage to the next." Parenting style explains how the parent responds to his or her child. A parent's style predicts how close he or she is with the child and what is expected of that child. Parents are tutors determining whether their children became good or bad, bright or dull, kind or selfish.

The concept of parenting styles grew out of the work of Diana Baumrind, and other researchers in child development. Diana Baumrind, a developmental psychologist in the University of California at Berkeley, has been studying the effects of various methods of discipline since 1960 (Mawhinney and Peters, 1986). She has investigated parents' childrearing styles by interviewing them and by observing how

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they reacted with their children in real life situations. In this process she identified three major patterns of childrearing i.e., authoritative, authoritarian, and permissive. Maccoby and Martin (1983) extended the Baumrind typology, adding the fourth, “uninvolved” parenting styles. Each of these styles reflects naturally occurring patterns of parental values, practices and behavior. (Baumrind, 1991) and a distinct balance of responsiveness and demandingness.

C O N T R O L		W A R M T H	
		Warm, Responsive	Rejecting, Unresponsive
	Restrictive Demanding	AUTHORITATIVE	AUTHORITARIAN
	Permissive, Unresponsive	PERMISSIVE	UNINVOLVED

PARENTING STYLES

1. AUTHORITARIAN PARENTING

The first childrearing style is called Authoritarian. Authoritarian parents follow the “traditional” viewpoint of strictness. Parents try to shape, control, and evaluate the behavior and attitudes of their children in accordance with set rules, they emphasize obedience, respect for authority, work, tradition, and order over compromise, and verbal exchanges between parent and child which entail give-and-take are discouraged (Dornbusch et al., 1987). Conflicts between child and parent are met with punishment and force.

Authoritarian parents are highly demanding and directive, but not responsive. “The are obedience – and status-oriented, and expect their orders to be obeyed without explanation” (Baumrind, 1991 p. 62). Authoritarian parents puts strict limits on the child’s behavior, but uses a minimum of verbal communication to explain why such limits exist (Santrock, 1999, p. 230). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents, as they describe, set high behavioral and performance standards for their children and enforce standards and rules with strict and/or harsh discipline. They do not except their children to express disagreement with their decisions. They tend to show less acceptance and support of their children, and may hinder the development of the child’s autonomy as they are often highly controlling. Authoritarian parents show little affection and “seem aloof from their children”.

These parents may believe there is a danger in “spoiling” a child by being too loving or nurturing (Steinberg, 1996). The authoritarian parents assign the child the

same responsibilities as adults. They commanding the child what to do and what not to do, as rules are clear and unbending.

According to Darling (1999), Authoritarian parents can be divided into two types:

1. Authoritarian-directive are highly intrusive
2. Nonauthoritarian-directive, who are directive, but not intrusive or autocratic in their use of power.

Consequences on Children's Development

Authoritarian parenting style is a noninteractive style and it has serious developmental drawbacks. Authoritarian parenting was linked with the behavior of conflicted-irritable children. Who tended to be fearful, moody, and vulnerable to stressors.

Researchers have found that the children of authoritarian parents tend to lack social competence, have lower self-esteem (Coopersmith, 1967) and rarely take the initiative in activities. Children of authoritarian parents might become followers and depend on others for making decisions. They may develop low self-esteem, become aggressive or defiant. Children are more susceptible to antisocial peer pressure during adolescence, a time when peer influence is the greatest; learn not to discuss issues with their parents; and are influenced greatly by their peers. Often frustrated, they distance themselves from their parents by rebelling against the latter's values and beliefs. Baumrind found variation in the response pattern of girls and boys brought up in authoritarian families. She found that girls were specially dependent and lacking in exploration and achievement motivation whereas, some boys show high rates of anger and defiance (Baumrid, 1971).

Steinberg et al. (1994) revealed that boys in this category have the highest level of violence. Steinberg (1996) showed that these teenagers are less self-reliant, persistent, socially poised, and have lower self-esteem. In addition, there is a strong inverse correlation between such authoritarianism and good grades. Other research indicates that they lack social competence and rarely initiate activities. They show less intellectual curiosity, are not spontaneous and usually rely on the voice of authority.

According to Steinberg, these children may grow up to be less reliant, less socially poised, and less persistent. While they may earn good grades, they do not usually have a positive view of their own competence and abilities. In extreme cases, they may feel unloved, unaccepted, unsupported, emotionally alone, and that they cannot depend on their parents for support in difficult times. While children of

authoritarian parents tend to be obedient, orderly and not aggressive they do not have the self-esteem and self control of their peers brought up by authoritative parents. Their relationship with their parents is not as close either. It has been suggested that this type of parenting is especially difficult for boys who tend to be angrier and lose interest in school earlier. Children whose parents are authoritarian, do not get praised often and as they grow older they tend to be motivated to do things for reward or punishment rather than for reasons of right or wrong.

2. AUTHORITATIVE PARENTING

The second childrearing style is called Authoritative. This style is thought to be the most democratic type of parenting. It is based on the concepts of equality and trust. Parents and children are equal in terms of their need for dignity and worth but not in terms of responsibility and decision-making.

Authoritative parents are both demanding and responsive. "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991, p. 62). There is a give-and-take type of relationship between parent and child. Authoritative parents, like authoritarian ones, believe in firm enforcement of family rules, but there is a difference: Authoritative parents give their children the reason behind their decision, a permit verbal give and take. They listen to their children's objectives and take them into consideration, but the final decision belongs to the parents. Children's individuality is accepted and communication between parent and child is encouraged.

Parents that practice the authoritative style maintain a good middle ground; they are clearly in control while at the same time encouraging the child to strive for personal autonomy in certain areas. There is an expectation of mature behavior, and clear standards are set, using non-punitive discipline only when necessary. Authoritative parents use the method of compromise. These types of parents attempt to understand why the child misbehaved and explain to the child the reason for their punishment.

Authoritative parenting, according to Lawrence Steinberg, is the reasonable balance of three major aspects of parents' behavior toward their children-nurturance, discipline and respect. This balanced parenting style is high on both love and limits. They tend to have warm relationship with their children and are sensitive to their child's needs and views. They are quick to praise their child's achievements and are clear in their expectations of their child.

Consequences on Children's Development

Authoritative parenting was correlated with the behavior of energetic-friendly children, who exhibited positive emotional, social, and cognitive development. Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993).

Children of authoritative parents are likely to be responsible, independent, have high self-esteem and able to control their aggressive impulses. This style of parenting provides a balance between setting appropriate limits and granting independence to the child. It is this style of self-assertive, friendly, cooperative with parents; high in self-esteem, and achievement oriented. Steinberg (1996) found that children tend to be more competent, industrious, self-reliant, persistent and determined. They tend to have a stronger sense of their own abilities and are less susceptible to feelings of depression and anxiety.

The style of parenting that produces the most positive results is the authoritative style. The researchers found that the best adjusted children, particularly in terms of social competence, had parents with an authoritative parenting style. Children whose parents employ this approach have been found to be happy, self-reliant, adaptable, and able to cope with stress. This style is associated with child's internalized control and low levels of antisocial behavior. They also tend to be popular with their peers and have good social skills and confidence. They tend to set their own standards, are purposive and achievement orientated. They show interest and curiosity in novel situations.

3. PERMISSIVE PARENTING

Permissive or indulgent parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991, p.62).

Permissive parenting, also labeled as neglectful or disengaged parenting is high on warmth, very low on discipline and structure, low in parent-to-child communication, but high in child-to-parent communication, and low on expectation. Parents in this group allow their children to freely express themselves and do not enforce clear rules on acceptable or otherwise behavior. They often accept or ignore bad behavior and make few demands on their children for mature independent

behavior. Their relationship with their children is warm and accepting, but mainly concerned about not stifling their child's creativity. When setting limits they try reasoning with their child rather than using power to assert their wishes.

In this pattern parents are tolerant and accepting towards the child's impulses, use the minimum amount of punishment, make few demands for mature behavior, and allow for a large amount of self-regulation by the child. Children are allowed to set their own limits (Dornbusch et al., 1987). Parents are those who give their children as much freedom as possible and place few expectations on them. These parents are highly involved in their children's lives, but do not place limits or demands. The parent might think they are doing the child a favor but in reality they are not. They allow their children to make all their own decisions and are not clear in their communication.

Indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and non-directive parents.

Consequences on Children's Development

Children of permissive parents can be referred as impulsive-aggressive child. The outcomes for children of permissive parents do not seem to be as good as for those children of authoritative parents. While these children can present as being happy, they do not cope with stress very well and will get angry if they don't get their own way. These children tend to be immature. They can be aggressive and domineering with their peers and do not tend to be achievement oriented. The researchers found that the children of permissive parents generally have difficulty in controlling their impulses and are immature and reluctant to accept responsibility.

Children and adolescents from indulgent homes are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression. These children may grow up to feel that "anything goes" or that it is impossible to know what is or is not acceptable behavior (Steinberg, 1996). Permissive parents tend to have children who are friendly, self-assertive, and have high self-esteem, but low levels of compliance and impulse control.

Steinberg found that these children are often the mirror image of children from authoritarian homes. Children from permissive backgrounds are more prone to misbehavior, lower school performance, and drug and/or alcohol use/abuse. These

children are comparable to the authoritarian children in their levels of confidence, social poise, and self-assuredness but may be more susceptible to peer influence.

Baumrind says that these children tend to be warm, non-controlling, and undemanding. However, these children also tend to be very immature, the least self-sufficient, least self-controlled, least self-reliant, least exploratory and hardly ever contented.

4. UNINVOLVED PARENTING

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass rejecting-neglecting and neglectful parents, although most parents of this type fall within the normal range.

This rejecting/neglecting style of parenting is low on both love and limits. It is generally thought of as uncaring and inadequate to meet the needs of children. Sometimes, it is referred to as the "indifferent parenting style" due to its lack of emotional involvement and supervision of children. They are uninvolved in their child's life. They are detached emotionally and inconsistent in setting and maintaining expectations.

These parents are motivated to do whatever is necessary to minimize the costs in time and effort of interaction with the child. They are parents centered rather than child centered. They focus on their needs. This parenting pattern is sometimes found in mothers who are depressed. In depression, people tend to focus on themselves and may find it difficult to respond to others, even their own children. The pattern may also characterize people under the stress of such things as marital discord or divorce. Their own anxiety and emotional neediness may drive some parents to pursue self-gratification at the expense and neglect of their children's welfare.

Consequences on Children's Development

Children of uninvolved parents are called neglected child. Children and adolescents whose parents are uninvolved perform most poorly in all domains. These children have difficulty making life choices and setting long-term goals. They tend to have various degrees of learning disabilities. It is hard for them to control impulsive and aggressive. Children of neglectful parents may face many challenges, including difficulties with skill development, trust and self-esteem. They have problems with attachment.

These children tend not only to be a socially incompetent, irresponsible, immature, and alienated from their families but also to show disruption in cognitive development, achievement, and school performance (Baumrind, 1991). Adolescents and young adults whose parents are uninvolved are likely to be truant, to spend time on streets with friends whom the parents dislike, to have drinking problems, and to have a record of delinquent behavior and arrests (Baumrind, 1991).

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THE ECONOMIC DISPARITIES AND HUMAN DEVELOPMENT SYNDROME IN PAKISTAN

By

Jamil Ahmed Khoso*

ABSTRACT

Until the last decade human development followed parallel paths in both concept and action. The world community especially the developed countries have been seriously taking notice of the growing social and economic inequalities prevailing at world, country or even city levels. The importance of human development – expanding people's capabilities, choices and opportunities to every person so they can lead a life of respect and value, has more advanced. To know what kind of development is not desirable? And how can developing nations, especially Pakistan, achieve these economic and social objectives either individually or, better, in cooperation with one another and, it is to be hoped, with appropriate and meaningful assistance from the more developed countries of world.

This paper focuses on major development problems and policies in Pakistan. It considers many economic, social and institutional problems existing in Pakistan and requiring simultaneous and coordinated approaches to their solution.

The existence of widespread poverty in the midst of global prosperity is undeniably the most serious challenge confronting the world today. It is an inescapable fact that, at the start of the 21st century, almost one-fifth of humanity subsists on less than \$1 a day. It is also a fact the gap between the rich and the poor has widened over the years. There is a growing realization that a world where a few live in comfort and plenty, while many live in abject poverty is neither just, nor acceptable. For example a family in North America live with an annual income of approximately \$30,000 to \$40,000 But on the other hand a typical extended family in rural Asia who have a combined annual income of \$250 or less than this. In this part of the world, the only relief from the daily struggle for physical survival lies in the spiritual traditions of the people. (Todero Michal, Economic Dev.)

This fleeting glimpse at life in two different classes, living side by side on our planet, is sufficient to raise various questions. Why does affluence coexist with dire poverty not only across different continents but also within the same country or even the same city? Can traditional, low productivity, subsistence societies be

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transformed into modern, high productivity, high-income nations? To what extent rate of development aspirations of poor nations helped or hindered by the economic activities of rich nations. By what process and under what conditions do rural subsistence farmers in the remote areas in Pakistan evolve into successful commercial farmers. There and many other questions concerning international and national differences in standards of living, in areas including health and nutrition, education, employment, population growth, and life expectancies, might be posed on the basis of even this every superficial look at life around the world.

While focusing on the economic and development conditions in Pakistan, one sees many problems debt crises, poverty and income distribution, unemployment, agricultural and rural development, nutrition, education, growing population and urbanization which need an immediate attention for their viable solution. Limited access of our large population to education, health, and nutrition, undermines the capabilities, limits the abilities to secure gainful employment, and results in income poverty and social exclusion, while also making them vulnerable to exogenous shocks.

At the economic platform, we are still at the mercies of international donor agencies and under heavy burden of external debts. This has almost lost our economic sovereignty. Though, the foreign economic assistance plays a substantial role in the economic assistance, If provided on generous terms, it can create Japans, Germanys who were helped by the USA through Marshal Plan.

In a recent Human Development Report 2003, the level of HDI Pakistan is ranked 144th among the 175 countries considered in the study and is listed among countries with low level of human development. However, in 2002 Pakistan had ranked at 138th among the 173 countries. Thus, the report suggests that human development conditions have been worsening from year to year.

At the time when partition took place in 1947, Pakistan was beset with economic problems because of large migration of refugees and impediments in the division of partition assets by India under the partition agreement. The "Time Magazine" declared it as 'economic wreck'. And yet it had one of the fastest-rates of growth among the developing countries at that time. It was achieved by Pakistan by adopting appropriate domestic economic policy and by deriving advantage of the international economic situation by not devaluing its currency. The growth in the economy was achieved through its own resources without any foreign assistance. The charitable instincts of advanced countries had not developed by that time. But certain developments at later stage proved fatal for the peace and progress of the country. During 1955-56 the foreign aid started to pour into the country. It was

expected to play the role of a catalyst in the development process but in actual practice it became a part of economic system. The misuse and inappropriate of foreign aid resulted in forcing the country to adopt export orientated economy to meet repayment of the mounting debt. It took the country away from building a self-reliant economy of its own. On the other hand, the food producing was neglected but it was imperative that measures had to be taken to increase food production and other agricultural products in the perspective of the increase in population. All these had their own consequences.

The problems like these can threaten country's future human resource development efforts. There are concerns about the breakdown of civil order, manifested in growing civic intolerance and political services, a growing cynicism towards public institutions and public morality, and a virtual collapse of the system of higher education. The argument for adjustment with a human fact is basically an economic and not a moral one. The long run development is impossible without the protection of these basic human rights, without the participation of the entire population in development activities and without the maintenance and improvement of the health and educational level of the masses. Moreover, the increasing level of unemployment in Pakistan is one of the major causes of mass poverty. In the past the human capital was given a secondary importance. At the same time high growth of population and labour forces with limited physical and natural resources has proved to be a drag on development in Pakistan. Since in the past, the development programmes in the rural areas were largely concentrated on agricultural development while ignoring to expand physical and social infrastructure in the villages. In fact, there had to be expansion of rural roads, rural supply and village development. And of course, primary education and primary health care were to serve as agents of social. After all, rural population is more than 70% of the total population and the average rural income is 34% less than per capita urban income. Further there is a large under employment in various rural activities. The development programmes in the past, no doubt, contributed towards the improvement of rural life but there was need to institutionalize the arrangements and the more development programme had to be incorporated in the long-term development programmes of the country. The majority of the country's population remains poor no doubt, largely because of limited economic freedom. Government controls restricting access to opportunity, together with a budgetary process dominated by the country's elite and biased against human capital development, have prevented the spread of economic prosperity to the mass of the population. The problem is complex because of the numbers involved and its subsequent impact. Unemployment is severe in rural areas; therefore, it must be focused while formulating development plans. Rural small industrial development by generating additional income earning opportunities can help to control the problem such development activities should be agro-based.

Encouragement of family oriented business needs to be developed, since there is a little hope to address this issue through direct rural activities.

Self-government and economic enterprise is often advocated as a way of creating participatory democracy and producing changes in human personality and behaviour. Thus, the enterprise can become a site for fulfilling our vision of political society and for improving the criterion of excellence in our government. Economic democracy, if brought into being by the enforcement of fundamental economic rights, will foster human development, enhance the sense of political efficacy, reduce alienation, strengthen attachments to the general good of the community, produce a body of active and concerned public-spirited citizen within the society, and stimulate greater participation and better citizenship in the government of the state itself.

The outgoing fiscal year 2002-03 showed some recovery and strengthening of macroeconomic stability. The growth rate increased along with agricultural recovery. Agriculture is the dominant sector for economy which constitutes 24% to the GDP. Almost 68.0% of population are lying in rural areas and almost are linked with agriculture (Economic Survey, 2003). The crippling drought which severely damaged rural area which is the key reasons for the rise in poverty in 2000-01. It is remarkable that despite a troubled and crisis prone political history, Pakistan has managed to make significant strides in several spheres, including rapid economic growth, and industrial development. It is unlikely that the country will become a South Asian Tiger in the near future; one cannot rule this out in the longer term. Human capital deficiencies aside, in many respects Pakistan is better positioned now to move ahead with rapid economic development.

For the new decade, Pakistan will need to focus on four additional priority objectives if it is to succeed in promoting sustained and equitable economic development i.e.; (1) a reduction in population growth; (2) a major effort to upgrade human resources through the continued expansion of educational and health services; (3) a reduction in the chronicle fiscal and foreign trade deficits through further policies designed to promote the privatization of state-owned industries and the expansion of export markets; and (4) a reversal or at least a curtailment of the serious environmental stresses currently being placed on the country's natural resource base, particularly in the three key areas of forestland preservation, water supplies for irrigation, and reduction of salinization on agriculture land. It is essential, however, that in the process of achieving these objectives, Pakistan maintain its stated commitment to protect low income groups from any adverse consequences.

The question, therefore, is whether it would be possible for Pakistani citizens to construct a society that would nearly achieve the values of economic democracy

and at the same time preserve as much individual liberty as we now, enjoy, and perhaps even more. Or; is there any inescapable trade-off between liberty and economic equality, so that we can only enjoy the liberties we now possess by foregoing greater economic equality. Each citizen must have adequate and equal liberties for discovering and validating his/her preferences.

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THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. From the first European settlers to the present day, the nation has evolved through various stages of development. The early years were marked by exploration and the establishment of colonies. The American Revolution led to the birth of a new nation, and the subsequent years saw the expansion of territory and the growth of a diverse population.

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PRIMARY FEATURES OF WWW

By
Sadaf Noor*

ABSTRACT

The distance learning, telecommunications technology revolution is taking hold. The onrush of new telecommunication technologies is forcing educators to understand these new media their impact. What has happened is the telecommunications infrastructure has grown to include computers, broadcasts, cable, and other electronic networks. The topic selected for this article track how networks of computers, student time on computers and its characteristics help in distance learning. This article defines that, the primary advantage of the computer in these continually developing areas is the interaction with the students. How internet and the WWW as distance environments those combine in one virtual classroom? What is role of world web in communication? How we can get on to various instructional sites? What are the effects of Power Point Slide in the classroom? How a WWW site instructs learners as reinforcement? Precautions, guidelines & Ingredients of good WWW document design will also be discussed in this article.

INTRODUCTION

Through the years, the practice of correspondence study in distance education take advantage of current technologies, incorporating into the teaching, learning environment, the telecommunication technologies of radio and television broadcasting as well as audio and video recording. Today, distance education environments here continued to ever with advancing technology, moving toward virtual classrooms where instruction firm a host site is developed to distance sites using a combination of line, two-way interaction that take advantage of local area network (LANS), wide area networks (WANS), the internet and world wide web (www) or wele).

As we here entered the 21st century, we are seeing more and more hybrid distance education environments that combine in one virtual classroom. The elements of all of the distance education technologies previously described, including internets the internet and the WWW. Yeing, J. R. (1995), p. A27 gave the following examples:

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“No long-age, point to point and limited multi-point video conferencing was the way the business of education was done. As we are closed and closer to establishing standards for video over the internet, web casting simultaneously broadcasting a video conferencing locally and over the internet is where we are moving. And although PCS were not designed to be a broadcast medium, advances in communication software, high speed modems and global transmission network are providing the framework that will allow the internet to function more like interaction television in tomorrows virtual classroom”.

He further pointed out that

“Microsoft software and NBC TV announced an alliance, to advance digital imaging technologies. Anyone who has a television set can now access not only the news but also a complete menu of digital offerings by purchasing the news/computer channel. This channel becomes your window to access the internet, Web courses, video games and Computer Software Programmers with little mouse than a keyboard, a mouse or a joystick attached to a black box on TV. Additional multifunctional capabilities allow the reception for digital signals from digital satellite systems, laser disk player, camcorders or VCR's between rooms or across the world”.

The above examples are possible because of joint ventures between video cable companies and telephone companies that bring fiber-optics capabilities to the home. Question arises why are open and distance education networks growing in todays and tomorrows educational setting? It can be answered based on the following reasons.

One reason for this phenomenon is an ever-changing world view that has preempted higher education business, government and health care to reengineer the way training and education are delivered. And the reason is generation of increasing reliable, flexible and affordable telecommunications technologies. A third reason of catapulting distance education into the national and international educational main stream is the current technological and educational climate of providing timely training or to deliver instruction on demand any time any where. Because of three changes, the number of distance education networks continues to grow.

Another reason is that advanced networking capabilities are increasing global access to transmission medium i.e.” satellite, VSAT (very small aperture terminal),

fiber optics, integrated services digital networks (ISDN) frame rarely and a sychronouns transfer made (ATM) and as the resolutions directing world wide, standards of both telecommunication networks and equipment begin to merge, so do local and global initiatives. Likewise, the important reason that open and distance education networks are growing is directly related to the rapid advances in technology that are producing a generation of increasingly reliable, flexible products, directly related to advances in both the P.C industry and the communications industry.

WORLDWIDE WEB

Due to development of the World Wide Web (WWW) and the subsequent introduction of graphical browsers such as Netscape, the Internet has moved from being a text only communications. Tod to as a powerful multimedia platform whose potential applications are still being investigated (Burnerslee etal, 1994, Schazy and Wardin 1994). Increasing number of instruction related WWW sites are being developed. These efforts represent a broad spectrum of applications, from the achieving of classroom artifacts to offering supplemental instructions to provide an opportunity for individuals to complete a course remotely. (Combelle etal, 1995).

VARIOUS INSTRUCTIONAL SITES

Various instructional sites demonstrate the versality of WWW for providing unlimited access to class materials that would normally be restricted to classroom – only viewing or limited viewing as a part of library reserve materials. Two sites afford the viewer a notion of the stunning image-quality possible on WW: Renaissance and Barque Architecture located at the University edu. of Virginia (http://www.lib/virginia.edu/div/colls/arh_102.index.html) and Taxonomy of Flowering Plants at Texas A & M (<http://www.isc.tamu.edu-/Flora/ ttphomel.html>). The Renaissance and Baroque Architecture and Bargue Architecture site contains up to formal images created from the instructor's excussions to Florence, Venice and other historical sites of Europe. These wide – angles images allow the user the unusual opportunity (on www) to pan across a picture, giving one a sense of the grandeur of the architectural master pieces represented the collection. By contrast, the taxonomy of flowering plants provides an up-close inspection of some gorgeous flora, employing an extensive collection of jpeg and gif format flies, along with a detailed description of each plant. For instructors contemplating a similar achieving of images for a close is earned that even a poor picture can make a poor digitized image. It is evident that pictures used to generate the images contained at these two sites were generally of the highest quality.

USED IN CLASSROOM: POWER POINT SLIDE

The educational policy Advocacy site at elleiois state university (<http://www.Ilsti.edu/depts/coe/eaf/524.html>) takes the concept of archiving images used in the classroom a step further by including a series of power point slides shows students and other therefore, have not only to create images used in a lecture, but the lecture itself. The user does not need to have access to power point, only a smaller viewer programme which can be downloaded from the site. This "all-in-one's" capability for down loading a non standard viewer or other required tools from a site in an excellent way to enhance the accessibility of web page contents thereby encouraging their use. A similar concept would be to create a series of tool book lessons and include with them a run time version of tool book lessons and include with them a run-time version of tool book that could be accessed through a WWW which eliminates the requirement that students must be on campus in order to review a lecture.

INSTRUCTIONAL APPLICATION

The instructional applications of www, mentioned so far, are archival in nature, intended to provide student with unlimited access to classroom materials and products. The primary purpose of such sites is Instructional Application is the reinforcement of instruction. Some WWW sites expand this some what limited role by providing additional instruction or new learning experiences for students. An impress example of this type of site is the virtual hospital project created by the department of radiology at the university of Dowa College of medicine. (<http://indy.Radiology.Uiowa.Edu/virtuallyHospital.Html>). The Virtual Hospital is a collection of multimedia textbooks that includes both teaching files and virtual patients students are presented with patient scenarios from which they are asked about the symptoms causes and treatments of illness students have available to them not only text-based information, but also jpeg images and even audio films of actual patients.

GUIDELINES AND PRECAUTIONS

The www sites mentioned represent high quality resources for providing material and learning experiences outside classroom confines un-fortunately not all sites are of the same quality. Their exist, however many helpful on-line resources that can aid, developers constructing well-designed, functional web documents. The yahoo web site (<http://www.Yahoo.com>) contains a page entirely devoted to www page design and a lay out within its computers and extended directory. Within this page are such sites as the www style manual created by the Yale centre for advanced instructional media (<http://info,med.yale./sun-on-net/www.sun.com/uideign>)

INGREDIENTS OF GOOD DESIGN

Though it would be difficult to have every web user agree on what constitutes good www document designing, three factors should be given serious considerations by developers. The first nation is that less input is often times more.

The second issue involves consistency. What does the homepage look like? All other link pages showed have similar appearance. Paragraphs and lists should have a common pomatum from page to page. Further, each page should be capable of standing alone as a web document. Each page should include a header, perhaps including a smaller version of the logo used on the main page as well as contact information and the site http address. It is common frustration among www users to have several levels into a site, come to a dead-end, and then be forced to use their viewer "Back" button in order to continue navigating the site. Each link page should include options such as "Next page" or "Main Menu" to enhance navigability, and these choices should be in the same place on each page so the user can know exactly where to look for them. Predictability of instructional web documents is measuring to the user, indicative of the dependability of the site and its information.

The third concept might be stated as "don't waste the user's time". The ability for anyone to publish almost any thing on WWW is both strength and a potential pitfall of the web. Instructor should be encouraged to place course material on the web, including their own papers and thoughts as well those of their student. However, instructors need to take the initiative to carry out a winnowing of contributions, not allowing inappropriate, extraneous or redundant material to be included on the side. It should be kept in mind vividly:

"The primary feature of WWW that distinguishes it from other internet services is the ability of the web to provide extensive navigability with a document and between documents".

Many developers are of the opinion that a web document should contain the largest number of active links possible. Unfortunately, this has the opposite of intended effect. When every fifth word in a web page highlighted, the user tends to ignore the links while scanning the pages. This is especially true when the links are presented within paragraphs and therefore difficult to isolate from surrounding context. Developers should take full advantage of the power that hypermedia provides for information access. However, to avoid abusing the power inherent in web documents, care must be taken to organize information in an easily comprehensible formal, which invites rather than deflects investigation such organizations includes the use of short paragraphs, lists of bulleted items, and the selection of only ideas for linking. Web pages should also be limited in length to

avoid excessive scrolling. In general, it is better for a site to have any shorter web pages with few links than to have few long pages with many links.

CONCLUSION

As we have entered the 21st century, we are seeing more and more hybrid distance education environments that combine in one virtual classroom the elements of all of the distance education technologies previously described; including internets, the internet and the www. Young, J.R. (1995 p.A27) Due to these advances in technology, network capabilities and world views, the way the world communicates, shares information, teaches and learns has changed. The result of these changes has been an unprecedented need for flexible teaching and training environments and for adaptable instructors who cannot only adjust to the new teaching distance-education settings but who can help their learners adopt as well. These modern technologies have certainly made the teaching learning process more efficient and effective. These technologies are: interactive video, CD-ROM, compact Video disc, Internets, WWW, Video conferencing, teleconferencing, computers, satellite and email etc. are being used in the system of distance education besides the formal system.

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BOOK REVIEW

IQBAL'S TRANSCENDENTAL HUMANISM AND OCCIDENTAL HUMANISM

IQBAL AUR INSAAN DOSTI

By: Talib Hussain Sial

Published by Oxford University Press,

Plot No. 38, Sector 15, Korangi Industrial Area,

Karachi-74900, Pakistan

Pages: 285

PP. Rs. 430/-

Reviewed by Dr. Mahmudur Rahman

The aim of Allama Iqbal's poetry and prose was to expound the principles of the social order based on quality and fraternity of mankind. Mutual respect and social justice are essential elements of Iqbal's sociological thoughts based on Islam. Quran says:

“And do good, surely Allah loveth those who do good”. (Sura Baqra verse 195)

The twin words “do good” have a vast meaning. Therein surrounds the fact of kindness, tenderness, good feelings for others, having regards to human being, etc. All these acts come under the purview of humanism. Broadly speaking, it is the system which puts human cause paramount. It embarks upon the true follower of Islam to love mankind and maintain inherent dignity of persons being an embodiment of righteousness, to attain such a character, which may become a symbol of truth and sacrifice for others.

It is the society of human beings where people live amidst their nears and dears, their relatives, their co-workers, etc. How can they dare to ignore them all while seeing them perishing, suffering, dying and deteriorating only for the lack of a bit of help and assistance? If they do so and ignore the people at all, the society is destined to be destroyed and deteriorated.

We should not ignore this fact that the human being is the main object of creation of the universe. Keeping this very norm, someone has declared:

انسان عظیم ہے خدایا

As such, we all are bound to keep the dignity of man, to sustain the unity of mankind and to protect the human rights. It may be said here without any fear of faultfinding that Allama Muhammad Iqbal comes at par with the real spirit of humanism. His core sentiment about unbounded regards for human being has been revealed in the following line:

میں اس کا بندہ بنوں گا جس کو خدا کے بندوں سے پیار ہوگا

The philosophy of humanism is not a new subject. All religious scholars, reformers, poets and men of letters have had been projecting this very issue of the society. Hundreds of years ago, Kabir Das who had sufistic vision of life, had declared:

کیہ کھڑا بجا میں مانگے سب کی خیر نہ کا ہو سے دوستی، نہ کا ہو سے پیر

In Persian language, we may find a number of sayings depicting the dignity of man and inspiring the reader to elevate himself to the status of vicegerent of Allah.

دل گذرگاہ جلیل اکبر است

Allama Iqbal had studied the Eastern and Western literature. He had deep insight into the comparative religions and world history. Iqbal's thoughts expressed by him in his poetry and prose are not in isolation to Western thoughts and contemporary problems being aced by the weak and colonized nations. Iqbal was much impressed by the inductive intellect of West, which according to him was originally derived from the Muslim culture. Iqbal says in one of his famous lecture "Looking at the matter from this point of view, then the Prophet of Islam seems to stand between the ancient and the modern world. In so far as the source of his revelation is concerned, he belongs to the ancient world. In so far as the spirit of revelation is concerned, he belongs to the modern world. In him life discovers other sources of knowledge suitable to its new direction. The birth of Islam, as I hope to be able presently to prove to your satisfaction, is the birth of inductive intellect;"

Iqbal had praised the scientific methods and pragmatism of Europe, but he vehemently condemned their imperialism and materialism. The scientific advancement without human values had enslaved the man of machines and matter. The capitalistic economies have put the weak nations under heavy debt and rendered them dependent permanently. The principle of respecting the ego in oneself as well as in others is essential for security, social integrity and progress of individuals and

nations. All these thoughts of Allama Iqbal have been thoroughly discussed and analyzed in the book "Iqbal Aur Insaan Dosti", written by Mr. Talib Hussain Sial.

Mr. Sial, after defining the concept of humanism and giving its brief introduction, has traced its evolution in the context of big religions and different civilizations in order to formulate a frame of reference for identification and evaluation of the concept of humanism enunciated by Iqbal. Mr. Sial has highlighted characteristics and salient features of Western humanism in which man achieved precedence over dogma. This concept of occidental humanism has had an unchecked flow across the annals of time. In its extremity, it has jaywalked across all norms and teachings which determine man's moral and ethical living. The author has concluded that according to Iqbal, man is not measure of all things, as the Western humanists believe. Iqbal is no doubt great expounder of human dignity and human rights including right of liberty, but he believes in sustaining human ego with reference to the Ultimate Ego, the Creator and Sustainer of the universe. Thus Iqbal's transcendental humanism is distinct from the Western's concept of humanism based on absolute democracy. Iqbal lays much stress on achieving such role model, which may put human cause paramount and disciplines men and women for future career in the life hereafter. So, serving mankind is a gateway to getting communion with God.

Ironically, the essence of Iqbal's thoughts, which is construed to his humanism, has not been chosen as subject matter by any expert on Iqbal's studies. This credit, undoubtedly, goes to Talib Hussain Sial to whom Allama Iqbal Open University has accorded M.Phil on this research work.

I congratulate Oxford University Press on publishing such invaluable work, which would help in understanding Iqbal's message of universal humanism, which depicts that guiding principles of various civilizations are identical bond on human values. Thus, the notion of clash of the civilization is misleading.

The author has scholarly dealt with the subject matter depending on the original sources i.e the poetry and prose-writings of Iqbal. The book has brought out new and unique vision to understand Iqbal's thoughts in totality in modern and future perspectives of human advancement and human issues. This book is useful and thought provoking equally for the scholars, students and general public. The author has made successful effort to introduce Iqbal as humanist thinker to a common man in a befitting manner. His language is simple and emphatic. His impartial analysis and convincing conclusions are of high standard, which may provide guidance to research scholars.

Mr. Sial has reasoned it out that Iqbal has no regionalism about him: his is a cosmic outlook. He is all for the good of mankind. The fame of Iqbal has gone beyond the borders, it seems much appropriate to get this work rendered into English for the benefit of all to whom "humanism" stands as a most vital issue, particularly in the prevailing period whence man has learnt "war" but not "peace", knows "hatred" but no "love", is acquainted with "quarrel" but has forgotten tolerance to live together. We should now project the views of Allama Iqbal all around the world and make it known to all that:

کافر و مؤمن ہمہ خلق خداست حرف بدرابرب آوردن خطاست
باخبر شو از مقام آدمی آدمیت، احترام آدمی

BOOK REVIEW

MAKHZAN

Editor: Maqsood Ellahi Shaikh

Pages: 456

Price: Rs200/- (In Pakistan) 20 pounds (England)

Published by: Maqsood Ellahi Shaikh

24-Park Hill Drive

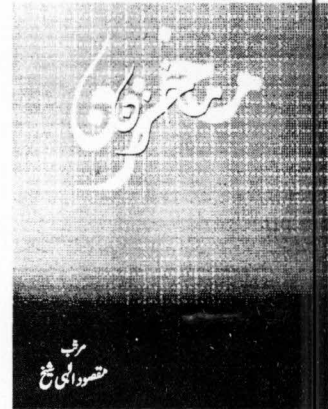
Bradford, BD8, ODF

AN URDU JOURNAL FROM ENGLAND

By

Dr. Mahmudur Rahman

There is no denying the fact that Urdu, which took its root in the soil of the subcontinent, has now emerged as an international language. Its scope has widened enormously and the impact of its literature is engulfing a wide range of the globe. This narration comes true after seeing a voluminous magazine which has been brought out from Bradford, (Britain), under the title "*Makhzan-II*". Comprising 455 pages, this presentation is prestigious in the sense that it has introduced a galaxy of literati, duly settled in England amidst English-knowing people, but with a difference. They have not forgotten either Urdu or their ancestral link with Indo-Pakistan. They have lit the lamp of Urdu literature which was nourished by Meer Taqi Meer, Asadullah Khan Ghalib, Allama Iqbal, Faiz Ahmed Faiz and Ahmad Faraz; and short story writers Prem Chand, Krishan Chander, Ahmad Nadeem Qasmi and Ashfaque Ahmed, in alien land which has become their present abode. In their writings they all have narrated such themes and topics which on the one side reflect the scenario of Victorian culture and on the other highlight the scenario of the subcontinent. Living in the age of technology, the writers have not overlooked the scientific, economic, social and political impact on the way of life, vision and civilization. Thus, the presentation of this special issue has become a living symbol of modern world, and current trend of thought.



The characteristic of this literary magazine is unique in the sense that all the literary pieces of England based writers / poets have been evaluated by the critics of

the Eastern side of the world. This trend of *Makhsan* has opened a new vista in the realm of literature. The prominent among contributors are Salimur Rahman, Sohan Rahi, Qaiser Tamkeen, Feroze Mukerjee, Agha Muhammad Saeed and even the compiler Maqsood Ellahi Sheikh. In the galaxy of critics mentioned may be made of Hemayat Ali Shair, Mansha Yad, Hasan Abidi, Prof. Sahar Ansari, Dr. Inamul Haq Javed, Dr. Siddique Shibli, Dr. Atash Durrani and even this scribe.

All lovers of Urdu literature have a cause to be grateful to Maqsood Ellahi Shaikh, a well known author, for bringing out this journal from England and introducing not less than forty writers belonging to U.K. After seeing this unique presentation, one may say without any sense of hesitation:

روشن ہے بزم غیر ہمارے چراغ سے