

# JEST

**Sukkur IBA**  
**Journal of Educational Sciences**  
**& Technologies**

Volume-1 | Issue.1 | Jan-Jun 2021

P-ISSN: 2710-1703



DEPARTMENT OF EDUCATION  
SUKKUR IBA UNIVERSITY  
AIRPORT ROAD, SUKKUR-65200, SINDH, PAKISTAN  
PH: 071-5644290 - 5644240

**Sukkur IBA Journal of Educational Sciences and Technologies (SJEST)** is the bi-annual research journal published by Department of Education, Sukkur IBA University, Sindh, Pakistan. SJEST is dedicated to serve as a key resource to provide applied research associated with Educational sciences and technologies at the global scale. This journal publishes manuscripts, which are well written by highlighting new trends in educational sciences, social sciences and emerging technologies.

**Copyright:**

All copy rights are reserved with SIBA. No portion of this publication may be reproduced, distributed, transmitted in any form or by any means i.e. recording, photocopying, or other mechanical or electronic methods, without the prior permission of the publisher except as may be non-commercial use for education and research.

**Disclaimer:**

The research published in Sukkur IBA Journal of Educational Sciences and Technologies (SJEST) is original contribution of the author. The research work of the author(s) does not reflect ideas and believes and opinions of publisher and its management, advisory board and the editorial board of Sukkur IBA University press. Manuscripts published in SJEST are through double-blind peer-reviewed by two independent field experts (National and International). The identities of the experts/reviewers shall remain anonymous to the authors. The journal is publishes biannually in June and December every year. Neither the Sukkur IBA University nor the SJEST is responsible for errors and consequences highlighted by the reader(s). The errors and deficiencies in terms of research in manuscript may directly be reported to the author(s).

### **Mission Statement**

The mission of Sukkur IBA University Journal of Educational Sciences and Technologies is to provide a premier interdisciplinary platform to researchers, scientists, educators and educationists from the fields of educational sciences and technologies for the dissemination of innovative solution oriented social and applied research.

### **Aims & Objectives**

Sukkur IBA University Journal of Educational Sciences and Technologies publishes and encourages the submission of on the cutting edge research in the field of Educational sciences and technologies

### **Research Areas**

- ❖ Science Education
- ❖ Maths Education
- ❖ Foundations of Education
- ❖ Educational Technologies
- ❖ Sports and Health Sciences
- ❖ Language, Pedagogy and Policy
- ❖ Humanities and Social Sciences
- ❖ Teacher Education and Training
- ❖ Technical and Vocational Education
- ❖ Teacher, School, Community and Society
- ❖ History of Education, Science and Technology

### **Research Themes**

The research focused on but not limited to following core research domains:

- ❖ Classroom Management or Classroom-centered research
- ❖ Counseling and Guidance
- ❖ Development of Learning Environment
- ❖ Discourse Analysis
- ❖ Diversity and Learning
- ❖ Diversity and Teaching
- ❖ Education and Society
- ❖ Educational Management
- ❖ Educational Research
- ❖ E-Learning and Knowledge Management
- ❖ Augmented and Virtual Reality Based Education
- ❖ Technical and Vocational Education
- ❖ Educational Technologies

- ❖ Gamification and Simulation Based Education
- ❖ Engineering Education
- ❖ Research Design and Methods
- ❖ Industrial Education and Sciences
- ❖ STEM Education
- ❖ Human Resource Management in Education
- ❖ Pedagogy and Skill development
- ❖ Innovative Pedagogical Models
- ❖ Quality Management
- ❖ Quality in Teacher Education
- ❖ Sustainability of Teacher Education
- ❖ Sports and Education
- ❖ Teaching and learning
- ❖ Teaching of specific skills
- ❖ Theories and practice in Education
- ❖ Theories and practice in Educational Research
- ❖ Time Management and Skill development
- ❖ Time Management and Students Performance
- ❖ International Education and Development
- ❖ Educational Philosophy
- ❖ Teacher Education
- ❖ Educational leadership
- ❖ Science Education
- ❖ Mathematics education
- ❖ Teaching of English
- ❖ ICT in Education
- ❖ Inclusive education
- ❖ Early childhood education
- ❖ Educational psychology
- ❖ Educational for sustainable development
- ❖ Comparative education
- ❖ Distance education
- ❖ Curriculum Development
- ❖ Assessment in Education
- ❖ Elementary and Secondary Education
- ❖ Higher education
- ❖ School Improvement
- ❖ Sciences Education
- ❖ Humanities of Social Sciences
- ❖ Mathematics Education
- ❖ Language and Pedagogy and policy

- ❖ Educational Technologies
- ❖ Teacher Education and Training
- ❖ School Teacher and Community
- ❖ Educational Society
- ❖ Foundations of Education
- ❖ Sports and Health Sciences
- ❖ Technical and Vocational Education

### **Patron's Message**

Sukkur IBA University has been imparting education with its core values merit, quality and excellence since its inception. SIBA University has achieved numerous milestones in a very short span of time that hardly any other university has achieved in the history of Pakistan. SIBA University has established its Department of Education (DoE) in 2012 to improve, enhance and maintain the quality education through producing professionally trained teachers and researchers.

The Vision of the DoE is to become reputed teacher education department, which practices international standards of teaching, research, and training with the aim to produce world class teachers and educational managers. The broad goals of DoE are to develop innovative and effective educational models for school improvement, educational leadership and management, curriculum design and assessment and implement them in Pakistani educational contexts and classroom settings in order to get maximum benefits through economic growth and development. The prime purposes of DoE are to build the capacity of teachers and educational institutions to enhance teachers' and teacher educators' professional attitude, to elevate the status and self-esteem through fostering a sense of professionalism, knowledge, competencies, skills, critical thinking, scientific behaviour and decision making power.

The SIBA Journal of Educational Sciences and Technologies (SJEST) provides a platform to educational professionals to share their research work. The Journal is multidisciplinary and serves wide areas of educational sciences and technologies. In particular, this journal promotes research that are essential for the enhancement of quality of education. SJEST aimed to achieve international repute and high impact research journal in near future.

**Prof. Dr. Syed Mir Muhammad Shah**

Vice Chancellor, Sukkur IBA University

## Editorial

Dear Readers,

It's a matter of pleasure to bring you the first issue of **Sukkur IBA University Journal of Educational Sciences and Technologies (SJEST)**, a multidisciplinary and interdisciplinary journal. This issue went through the double blind peer-reviewed articles, which address the key issues in the field of educational sciences, and technologies i.e. teaching techniques, assessment strategies, students' attitude towards reading, learners' performance, academic background of students, social competence, academic motivation, bilingual education, language policy, continuous professional development, literary pedagogy, generation at risk, disintegrated families' children, acquisition of teaching skills, teacher training programs, actual classroom practices, and comparative studies.

**SJEST** has an institutional association with the **Department of Education, Sukkur IBA University**, which believes in quality of education and research and opening of this journal is an outcome of strong research orientation. In addition, the **SJEST** provides valuable platform for national and international researchers to publish their research articles in order to disseminate their findings with the largest number of audience globally to bring scientific and authentic solution of the problems.

On behalf of the **SJEST**, I welcome the submissions for the upcoming issues of the journal and looking forward to receive your valuable feedback for the betterment of the journal.

**Dr. Zafarullah Sahito**

Editor-in-Chief

**SJEST**

## **Editorial Board**

### **Patron:**

Prof. Dr. Mir Muhammad Shah

### **Chief Editor:**

Dr. Zafarullah Sahito

### **Associate Editor(s):**

Dr. Muhammad Mujtaba Asad

Dr. Tasadaque Ali Shah

### **Managing Editor(s):**

Dr. Sohail Ahmed Memon

### **Co-Editor(s):**

Dr. Al Karim Dattoo

Dr. Sharik Zameer

### **Language Editor(s):**

Dr. Hassan Ali Shah

Dr. Ali Nawab

Syed Tanweer Ahmed Shah

### **Project & Production Management:**

Ms. Suman Shaikh

Mr. Imtiaz Ahmed

Mr. Mansoor Ahmed Channa



## Editorial and Advisory Board

### International Members

**Prof. Dr. Yusuf Syed**  
Sussex University, UK

**Prof. Pertti Vaisanen**  
University of Eastern Finland

**Prof. Sari Havu-Nuutinen**  
University of Eastern Finland

**Prof. Dr. Asadullah Shah**  
Utara Malaysia

**Dr. Saeeda Shah**  
Leister University, UK

**Dr. Sikandar Ali Babar**  
Norway University

**Dr. Benedicte Gendron,**  
Universite Paul Valery, France

**Dr. Anita Ramli**  
Universiti Teknologi PETRONAS,  
Malaysia

**Dr. John Alexander Cash**  
University of Sussex, UK

**Dr. Barbara M. Crossouard**  
University of Sussex, UK

**Dr. Daniella S. Rabino**  
University of Sussex, UK

**Dr. Jimena Hernandez Fernandez**  
CIDE, Mexico

**Dr. Farzana Bardai**  
University of Sussex, UK

**Dr. Kourosh Kouchakpour**  
University of Sussex, UK

### National Members

**Prof. Dr. Muhammad Memon**  
(Chairman), BISE Hyderabad, Sindh,  
Pakistan

**Prof. Dr. Nasim Qaisrani**  
Iqra University, Karachi, Sindh, Pakistan

**Prof. Dr. Nabi Bux Jumani**  
International Islamic University, Pak

**Dr. Barkat Bhayo**  
Sukkur IBA University, Sindh, Pakistan

**Prof. Dr. Saleha Parveen**  
Faculty of Education, University of Sindh

**Dr. Niaz Ahmed Bhutto**  
Sukkur IBA University Pakistan

**Prof. Dr. Abdul Sattar Almani**  
Faculty of Education, University of Sindh

**Dr. Iftikhar Ahmed Baig**  
University of Education, Lahore

**Dr. Irfan Ahmed**  
Sukkur IBA University, Sindh, Pakistan

**Dr. Javed Hussain Brohi**  
Sukkur IBA University, Sindh, Pakistan

**Dr. Faheem Akhter Chacher**  
Sukkur IBA University, Sindh, Pakistan

**Dr. Shahid Hussain Mughal**  
Sukkur IBA University, Sindh, Pakistan

**Dr. Aijaz Ahmed Tatlah**  
Sukkur IBA University, Sindh, Pakistan

**Dr. Rifat Abass**  
Sukkur IBA University, Sindh, Pakistan

## Contents

An Investigation of the Teaching Techniques, Assessment Strategies and Students' Attitude towards Reading English and their Impact on Learners' Performance in Pakistan

*Dr. Allahdino Abro, Dr. Ghulam Rasool Soomro, Dr. Roshan Ali Teevno (01-15)*

Effect of Academic Background on Social Competence and its Relationship with Academic Motivation and Academic Performance of First Year University Students

*Ghania Yamin, Huma Khalid, Fizza Tahir, Erum Khatri and Sidra Shoaib (16-28)*

Prospects and Challenges of Bilingual Education in the Light of Pakistan's Language Policy

*Lutif Ali Halo (29-35)*

Factors Influencing Continuous Professional Development of Teacher at University Level

*Sana Mairaj Bugti, Muhammad Umair, Rukshinda Basharat (36-46)*

Application of Reader Response in Literary Pedagogy: A Case Study of English Literature Classroom at a Public Sector University, Pakistan

*Musaib Junejo, Tania Shabir Shaikh (47-55)*

Our Generation at Risk: Tale of Disintegrated Families' Children in Areas of Pakistan- A Review

*Sohni Siddiqui, Dr. Naureen Nazar, Yasmeen Mehboob (56-66)*

Acquisition of Teaching Skills During Teacher Training Programs (B.Ed & M.Ed) and Actual Classroom Practices: A comparative study

*Zain ul abdin (67-71)*

*Vote of Thanks (72-72)*

*Guidelines for Authors (73-74)*

# An Investigation of the Teaching Techniques, Assessment Strategies and Students' Attitude towards Reading English and their Impact on Learners' Performance in Pakistan

Dr. Allahdino Abro<sup>1</sup>, Dr. Ghulam Rasool Soomro<sup>2</sup>, Dr. Roshan Ali Teevno<sup>3</sup>

<sup>1</sup>Muhammad Bux Shoro Higher Secondary School Hyderabad

<sup>2</sup>Comprehensive Higher Secondary School Hyderabad

<sup>3</sup>Begum Nusrat Bhutto Women University Sukkur

Corresponding author's email: ada2000@live.com

## Abstract

Effective teaching learning of English has got a prominent position in all the educational plans and policies of Pakistan. To ensure the effectiveness of English, efforts have been taken to enhance the teaching learning strategies, assessment techniques and reading attitude of students. Considering the importance of English, a survey, regarding the teaching techniques, assessment strategies and learners' reading attitude and their impact on learners' performance, has been conducted. The sample, comprising 535 students and 26 teachers, from target population delimited to Hyderabad, had been selected using random stratified technique of sampling. The findings clarified that learners' reading attitude, assessment strategies and teaching techniques (independent variables) were strongly correlated to the performance of learners. However, the poor performance of students in English raised a question on assessment strategies, teaching techniques and learners' attitude. The teachers and students mutually perceived that conservative and unproductive teaching and assessment techniques employed by higher secondary school teachers failed to attract and motivate the students in order to enhance their performance. Even the teachers having vast teaching experience were incapable to use modern techniques and AV aids in their classroom teaching and assessment. They were incapable to develop and employ the modern standardized assessment tests. Rather than to focus on learners' skill development, teachers focused on memorization and rote learning. Consequently, students' interest toward classroom learning process did not flourish. Their attitude towards learning English was not praiseworthy. The research paper is rounded off with suggestions at the end.

**Keywords:** *The teachers' teaching techniques, teachers' assessment strategies, students' reading attitude and performance in English subject.*

## 1. Introduction

Globalization has brought many changes all over the world. The rapid change in technology has made the world a global village, where people from every nook and corner can easily exchange their goods and services. They can share their knowledge, experience, skills and other social, cultural, political and commercial activities. For the global communication, they have selected a language (English) which is universally accepted as a lingua franca. In this regard Erkan (2005) points out that without learning English, one cannot be the part of global village. Learning English is basic requirement for the survival in the global village (p. 14). Most of the world knowledge regarding education, health, economics, technology, trade, management and politics etc. is in English. Crystal (1997) affirms that 80% world knowledge is found in English. Without learning English one cannot gain modern and latest knowledge about science, technology, research and education etc. Paik (as cited in Nawab, 2012) describes that the world, quickly, realized the importance of English when its use as a global medium of communication became common. Doing a successful global business – import and export without fluency in English language is not easy. English is the basic requirement to remain alive in the global business. Currently, the survival of developing countries, in the world economy without English, is considered almost impossible in the tough global competition.

Pakistan, being a developing country, is also actively participating in the race of acquiring English. Effective teaching learning of English is kept at top priority in all the educational policies and plans of Pakistan.

Government is taking all the possible measures to raise the standard of English in Pakistan. Pakistani students, realizing the need and importance, are doing their best to acquire the fluency in English.

The students might have realized that fluency in English is the only key to success in the global competition. The candidates having command over their subject are often rejected due to English deficiency. Getting a job or admission in a recognized institution without English proficiency is very difficult. In this regard Coleman (2010) affirms that getting a government job is not easy for candidates having no command over English. It is famous for playing “a gate keeping role” (p. 3). The demand of English is increasing day by day at local, national and international level. Consequently, Pakistan students have kept the English proficiency in their priorities at top. Pinon and Haydon (2010) admit that students who are very careful about their career are eager to improve their English skills.

Acquiring English skills is not as difficult as is found in Pakistani educational organization. In Pakistani educational organizations less focus is given on basic skills of English. Coleman (2010) not only criticizes teaching learning of English in Pakistan but also calls it ineffective and unproductive. To him, neither teachers are committed and competent nor are students interested in learning the basic skills of English. The teachers and students rather than to focus on the teaching learning of basic skills of English, put all their efforts in completing the course in such a way that students may pass their annual examination with flying colour.

Coleman (2010) further asserts that when majority of teachers do not have command over basic learning skills of English, how they can teach these skills effectively to students. Rather than to develop and promote reading, writing, speaking and listening skills, both teachers and students try their level best to complete the contents of book so that students may secure more marks in the examination in the English paper. They teach only selected parts of the book. In this way teachers teach only half course and students learn only half of that half course without proper understanding and comprehension. Consequently, students’ knowledge, vocabulary, academic performance and English proficiency skills are negatively affected due to defected teaching and learning process, taking place in most of the Pakistani educational institutions.

Pakistan government in collaboration with Society of Pakistan English Language, Aga Khan University and British council has tried level best to make the professional training of English teachers but result still is dismal. Kasi (2010) confirms that teacher training programs of Pakistan neither transmit knowledge nor develop professional English language skills. In most of the teacher education institutions no focus has been given on modern and latest teaching and assessment techniques. Consequently, teachers coming out of teacher educational institutions also teach and assess their students using the classical, conservative and traditional techniques. They are not so much competent to motivate and attract the students towards learning English. As a result, students also pay less attention on the basic skills of English. Considering the need and importance of effectiveness of teaching learning of English, a research regarding the effectiveness of English teaching techniques, assessment strategies and learners’ reading attitude and their impact on learners’ performance has been conducted.

### **1.1. Research questions**

- RQ1. To what extent is there the impact of teaching techniques on students’ performance intermediate level in Pakistan?
- RQ2. To what extent is there the impact of assessment strategies on students’ performance at intermediate level in Pakistan?
- RQ3. To what extent is there the impact of students’ reading attitude on their performance at intermediate level in Pakistan?
- RQ4. What is the difference of perceptions between students and teachers regarding students’ reading attitude, teachers’ teaching techniques and assessment strategies?

### **1.2. Hypothesis**

- Ho. There is no significant impact of teachers’ teaching techniques on students’ performance at intermediate level.
- Ho. There is no significant impact of teachers’ assessment strategies on students’ performance at intermediate level.
- Ho. There is no significant impact of students’ reading attitude on their performance at intermediate level.

- Ho. There is no significant different of perception between students and teachers regarding students' reading attitude, teachers' teaching techniques and assessment strategies at intermediate level.

## 2. Review of Literature

English, having got the status of international medium of communication, is universally accepted as the language of science, technology, economics, industry, trade, education etc all over the world. English has been introduced as a compulsory subject in all the Pakistani educational institutions from class one to class B.A (class 14). In the same way, English language is being used as the medium of instruction by the most schools of Pakistan. Additionally, the official language of Pakistan is English and getting charming jobs without English proficiency is not possible for Pakistani youth. According to Ghani, Mahmood and Akram (2008), the teaching learning of English is compulsory in Pakistan. In addition, being secondary language, English has been given the status of official in Pakistan.

The teaching and learning process of English language in most of the Pakistani educational institutions is not satisfactory. Showing his disappointment Khan (2011) describes that despite of the development of several education policies for the enhancement of education, the condition of English teaching learning is still alarmingly poor. Likewise, Khan and Pandian (2011) also believe that "Pakistani system of education is being criticized not only by policy makers and educationists but also by Pakistani Government" (p. 4). Giving the reference of Ministry of education (as cited in Khan & Pandian, 2011), "they have ranked the education system of Pakistan as the most deprived, having lower standard in Asia" (p. 4). Nawab (2012) depicting the picture of common observation stresses that students especially rural areas having got B.A degree are unable to read, write, listen and speak English correctly (p. 696). Criticizing English teaching learning in Pakistan Janjua, Malik and Rahman (2011) assert that the English proficiency of students in Pakistan is very miserable (p. 1362)

The Standard of English in most of the schools is very deplorable in every nook and corner of Pakistan. In this regard Warsi (as cited in Khan & Pandian, 2011) describes that English in Pakistani Schools, being subjective, encompasses only knowledge. Understanding and performance is mostly ignored in this regard. Similarly, Shah, Farooq, Shah and Shams (2010) also point out that our students, having command over their subject, are embarrassed due to English deficiency (p. 108).

Learning English as second language is not as difficult as it is considered in Pakistan Effective teaching learning of English is based on four basic skills (listening, reading, speaking & writing). Until and unless students are not taught these basic skills using modern teaching techniques and latest assessment strategies, the learners' motivation will not take place, consequently learners will not pay attention. Learning of English without paying attention is not more than wasting precious time and energy of students.

Due to lack of emphasis on the motivation of students towards basic skills, the teaching learning has not achieved the standard acceptable at national and international level. No doubt serious efforts have been taken on the part of government during the last few decades but all these efforts are limited to changing policies and modifying curriculum but implementation of policies and curriculum remained practically neglected. Teachers and students, still following the old and outdated tradition, focus merely on passing the examination rather than learning the basic skills. Consequently, students pass only examination and get the degree but not English proficiency. Criticizing education system Khan (2011) points out that examination seems to occupy the prominent position in Pakistani education system where memorization supersedes to learning. Examination centered approach leads students to memorization rather than learning (p. 58). Adding to this Warsi (2004) believes that teaching of English is not directly proportional to learning of English. Teaching English using old and out dated teaching techniques adds nothing to learning. Nunan (1988) showing his dissatisfaction with teaching learning system states that teaching English does not support the development of basic skills of English.

Students often face lot of problems while reading lengthy passages due to students' deficiency of reading skills (Kashef, Viyani, Ghabool & Damavand, 2012, p.58). Adding to this Khand (2004) describes that deficiency in reading skills and comprehension capability is reflected in students' poor performance in every walk of life. Due to this deficiency professional career of students remains unstable.

To sum up, English is basic requirement for the successful professional careers of students. Learning of English without learning basic skills is not easy. Learning of basic skills of English especially reading skill is direct proportionally related to the effectiveness of teaching techniques, assessment strategies and learners' reading attitude.

### 3. Methodology

The methodology adapted in this study is survey because now a day survey shows more accuracy, consistency, flexibility, reliability and is being used widely in education all over the world. Supporting survey DeMarraiss and Lapan (2004) describe that survey is widely used in building theories, making planning and decisions in different organizations (p. 284). Adding to this Creswell (2008) asserts that since many years survey is being widely used in education especially for analyzing perceptions, attitudes and beliefs (p. 388). In survey, mostly large population can easily be sampled and information can also be generalized to larger population with consuming less time, money and energy (Cohen & Lea, 2005, p. 151). Sapsford (as cited in Gray, 2004) narrates that survey presents a population map and leads to systematic collection of data from the population (p. 99). Gray (2004), Neuman (2007) and Fink (1995) also appreciate the practical application of survey in different fields. To them survey is the most effectively used method in all the fields.

However, for this survey, the sample was delimited to male, female and mix higher secondary schools of Hyderabad region. Through random stratified sampling technique, a sample of five hundred thirty five students and twenty six teachers was selected. Additionally, B.I.S.E. result (performance) of students in English was also obtained to make comparison in this regard.

Using SPSS-22, the data were analyzed. ANNOVA (regression) test was used to measure the impact of independent variables (teaching techniques, assessment strategies and students' attitude) on dependent variable (students' performance). Also, t-test was used to assess the difference in the perceptions between teachers and students.

#### Findings

TABLE I. Item-wise analysis

S#	Students n= 535 Teachers n= 26	SD (%)	D (%)	UD (%)	A (%)	SA (%)
	The teaching techniques employed by teachers at enhance the performance of learners.	Students 20.7	37.4	1.9	20.4	19.6
	Teachers	42.3	15.4	3.8	3.8	34.6
	The teachers use modern techniques.	Students 26.5	40.7	0.4	21.9	10.5
	Teachers	61.5	15.4	7.7	3.8	11.5
	The teachers use A.V aids.	Students 69.7	15.7	0.6	8.2	5.8
	Teachers	50	30.8	3.8	7.7	7.7
	The teachers employ reading activity daily.	Students 26.2	33.3	1.1	21.5	17.9
	Teachers	15.4	3.8	3.8	15.4	61.5
	The teachers themselves read the lesson before asking students to read.	Students 21.7	23.6	0.9	23.6	30.3
	Teachers	3.8	3.8	3.8	7.7	80.8
	The teachers ask the students one by one to read in the class.	Students 23.4	19.3	1.1	39.8	16.4
	Teachers	3.8	7.7	3.8	46.2	38.5
	The teachers guide the students during reading.	Students 17	22.4	1.1	35.1	24.3
	Teachers	11.5	00	7.7	11.5	69.2
	The teachers highlight grammar during reading.	Students 22.6	39.6	0.9	18.5	18.3
	Teachers	15.4	3.8	3.8	11.5	65.4
	The teachers allow the students to check new words in the dictionary while reading.	Students 39.8	39.1	0.9	13.3	6.9
	Teachers	50	7.7	11.5	3.8	26.9
	Students	13.5	42.4	3.4	19.4	21.3

The teachers teach students how to read lesson quickly to get its central theme.	Teachers	53.8	15.4	3.8	7.7	19.2
The teachers teach students how to read lesson deeply to understand it thoroughly.	Students	35.7	26.4	2.1	9.7	26.2
	Teachers	46.2	26.9	7.7	7.7	11.5
The teachers teach students how to analyze lesson critically after reading.	Students	40.2	39.1	2.4	3.2	15.1
	Teachers	46.2	26.9	3.8	11.5	11.5
The teachers teach students how to summarize lesson after reading.	Students	20.7	45.8	1.3	16.4	15.7
	Teachers	19.2	50	3.8	11.5	15.4
The teachers encourage the students to read books other than course.	Students	14.8	26.5	0.7	25.8	32.1
	Teachers	15.4	3.8	3.8	50	26.9
The teachers encourage the weak students during reading activity.	Students	14.4	23.9	1.9	20.9	38.9
	Teachers	11.5	3.8	7.7	42.3	34.6
The teachers observe and point out reading problems of students.	Students	18.5	15.7	0.7	38.3	26.7
	Teachers	00	7.7	3.8	15.4	73.1
The teachers solve the reading problems of students.	Students	28.8	43.2	1.1	11.2	15.7
	Teachers	15.4	3.8	7.7	11.5	61.5
The reading assessment practice is effective to enhance the performance of learners.	Students	21.5	45	3.4	15.5	14.6
	Teachers	50	15	3.8	7.7	23.1
The assessment practice is essential for the measurement of the performance of learners.	Students	15	15.3	1.7	24.3	43.7
	Teachers	15.4	7.7	7.7	26.9	42.3
The teachers prepare and follow reading assessment schedule.	Students	32.5	38.1	1.1	16.8	11.4
	Teachers	42.3	15.4	7.7	3.8	30.8
The teachers use benchmark books or passages to assess students' reading level.	Students	21.9	51.2	1.3	13.8	11.8
	Teachers	46.2	23.1	3.8	7.7	19.2
The teachers use different modern tests designed for the assessment of reading.	Students	29.9	37.6	0.7	19.1	12.7
	Teachers	42.3	11.5	3.8	19.2	23.1
The teachers use computer or other audio visual aids for the assessment of reading level.	Students	36.6	40.2	4.5	10.7	8
	Teachers	57.7	15.4	3.8	7.7	15.4
The teachers make audio recording of the reading of students and compare it from time to time to identify the improvement.	Students	31.6	46.7	3.7	10.3	7.7
	Teachers	69.2	15.4	3.8	3.8	7.7
The teachers call the experts from time to time to assess the reading level of students.	Students	37.6	40.4	0.4	10.7	11
	Teachers	42.3	19.2	3.8	11.5	23.1
The teachers arrange reading assessment competitions among students of various schools.	Students	38.5	53.3	0.9	3.2	4.1
	Teachers	53.8	30.8	3.8	3.8	7.7
The teachers prepare and maintain reading assessment progress chart of students.	Students	41.3	36.1	3	15.1	4.5
	Teachers	42.3	26.9	3.8	7.7	19.2
	Students	22.4	36.3	1.1	25.8	14.4

The students / teachers are satisfied with reading attitude of students at higher secondary school level.	Teachers	65.4	11.5	3.8	3.8	15.4
The reading attitude of learners is essential for the enhancement of their performance.	Students	7.5	7.1	0.7	51.4	33.3
	Teachers	7.7	7.7	00	26.9	57.7
The students try to avoid reading in the class.	Students	19.3	25.4	1.5	39.6	14.2
	Teachers	19.2	11.5	3.8	19.2	46.2
The students pass their spare time in reading books.	Students	18.5	43.9	2.8	15.7	19.1
	Teachers	46.2	26.9	3.8	3.8	19.2
The students like reading in English.	Students	28	40	0.9	12.3	18.7
	Teachers	38.5	23.1	7.7	11.5	19.2
The students enjoy reading course books.	Students	39.4	26.7	3	10.1	20.7
	Teachers	57.7	19.2	3.8	3.8	15.4
The students read more than course books with interest.	Students	38.1	38.3	2.8	11.4	9.3
	Teachers	42.3	11.5	11.5	7.7	26.9
The students like to go to library for reading.	Students	37.2	29.9	1.1	9	23
	Teachers	46.2	26.9	3.8	3.8	19.2

**Analysis:** The majority of respondents, as shown in the table-1, perceived that teaching techniques applied by higher secondary teachers in higher secondary schools did not enhance the performance of students in English subject. The teaching techniques were very old and out dated. There was no use of audio-visual aids and latest technology in the classroom teaching of English to enhance students' performance. No doubt teachers used to ask every student to read in the class and guide them during reading but due to lack of use of technology and modern activities, the performance of students was not praiseworthy. Similarly, the students were not allowed to use dictionaries during reading. Moreover, the teachers did not teach them quick reading, deep reading and critical reading techniques. Consequently, the students were not capable to summarize the lessons. There was no motivation and brainstorming regarding reading the prescribed course and other books. However, the students and teachers were divided on "teaching of grammar and problems of students". The students perceived that neither teaching of grammar was satisfactory nor the problems of students, especially weak students, were handled properly, while teachers had perceived differently.

The majority of respondents also perceived that reading assessment techniques, being essential for teaching learning English, did not promote students' performance in English subject. The teachers neither prepared and followed reading assessment schedule nor used the benchmark books or passages to assess the students' reading level. They did not use different tests designed for the assessment of reading. There was no use of computer or latest technology assisted audio visual aids for the assessment of students. The audio recording of reading, preparing and maintaining reading assessment progress chart of students, holding reading assessment competitions among students and calling the experts to assess the performance of students did not exist over there.

To most of the respondents, the reading attitude of students, being very essential to enhance the performance of students in English, was not satisfactory. Most of the students used to avoid going to library for reading English books. The books of English were boring for them and they did not like reading course and other English books.



#### 4. Results and Discussion

TABLE II. Result of hypothesis one

<b>Hypothesis one: There is no significant impact of teachers' teaching techniques on students' performance at intermediate level.</b>									
<b>Model Summary</b>	R	R <sup>2</sup>	Adjusted R	Std. Error of Estimate	<b>Change Statistics</b>				
					R Square Change	F Change	df1	df2	Sig.
Students' Model	.856	.732	.732	.53124	.732	1457.23	1	533	.00
Teachers' Model	.891	.793	.785	.218	.793	92.17	1	24	.00
<b>ANNOVA</b>				Sum of Squares	Mean Square		df	F	Sig.
Students' Model									
				Regression	411.251	411.251	1	1457.2	.00
				Residual	150.420	.282	533		
				Total	561.671		534		
Teachers' Model				Regression	4.394	4.394	1	92.169	.00
				Residual	1.144	.048	24		
				Total	5.538	411.251	25		
<b>Coefficient</b>				Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
				B	Std. Error	Beta			
Students' Model				(Constant)	1.832	.050		36.900	.00
				Teaching techniques	.634	.017	.856	38.174	.00
Teachers' Model				(Constant)	2.675	.079		34.058	.00
				Teaching techniques	.274	.029	.891	9.600	.00

**Analysis:** The result from the perspective of students and teachers as shown in table-2 reveal that there is significant impact of teaching techniques on students' performance because the independent variable (teaching techniques) and dependent variable (students' performance) are very strongly (students:  $p=000$ ,  $r=.856$  & teachers:  $p=000$ ,  $r=.891$ ) correlated. Likewise, the independent variable (teaching techniques) is very strong predictor of dependent variable (students' performance) because the contribution of  $R^2$  is 73.2% from students' perspective and 79.3% from teachers' perspective. Moreover, the prediction of students' performance can be made from teaching techniques because the model (F-value) for the prediction of dependent variable (students' performance) from independent variable (teaching techniques) is also significant (students:  $p=000$ ,  $F=1457.2$  & teachers:  $p=000$ ,  $F= 92.169$ ). In addition, it can be predicted that changes in dependent variable (students' performance) occur due to changes in independent variable (teaching techniques) because value of t (students:  $p=000$ ,  $t=38.174$  & teachers:  $p=000$ ,  $t=9.600$ ) is also significant.

To sum up, the result of model summary (R &  $R^2$ ), ANNOVA and coefficient from the perspective of students and teachers for hypothesis-1 reveals that null hypothesis is rejected and alternative is upheld. Hence, it is concluded that there is significant impact of teaching techniques on students' performance in

English. If an improvement in teaching techniques takes place, it will improve the performance of students as well.

TABLE III. Result of hypothesis two

<b>Hypothesis Two: There is no significant impact of teachers' assessment strategies on students' performance at intermediate level.</b>									
<b>Model Summary</b>	R	R <sup>2</sup>	Adjusted R	Std. Error of Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.
Students' Model	.917	.841	.840	.40969	.841	2813.32	1	533	.00
Teachers' Model	.843	.711	.699	.258	.711	59.092	1	24	.00
<b>ANNOVA</b>	Students' Model	Sum of Squares		Mean Square		F	Sig.		
		Regression	Residual	Total	472.208	.168	534	2813.33	.00
Teachers' Model	Regression	3.939	3.939	1	59.02	.00			
	Residual	1.600	.067	24					
	Total	5.538		25					
<b>Coefficient</b>	Students' Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.		
		B	Std. Error	Beta					
Teachers' Model	(Constant)	1.340	.045		30.02	.00			
	Assessment strategies	.697	.013	.917	53.04	.00			
	(Constant)	2.479	.119		20.82	.00			
	Assessment strategies	.271	.035	.843	7.69	.00			

**Analysis:** The result from the perspective of students and teachers as shown in table-3 reveal that there is significant impact of assessment strategies on students' performance because the independent variable (assessment strategies) and dependent variable (students' performance) are very strongly (students:  $p=000$ ,  $r=.971$  & teachers:  $p=000$ ,  $r=.843$ ) correlated. Likewise, the independent variable (assessment strategies) is very strong predictor of dependent variable (students' performance) because the contribution of  $R^2$  is 84.1% from students' perspective and 71.1% from teachers' perspective. Moreover, the prediction of students' performance can be made from assessment strategies because the model (F-value) for the prediction of dependent variable (students' performance) from independent variable (assessment strategies) is also significant (students:  $p=000$ ,  $F=2813.33$  & teachers:  $p=000$ ,  $F= 59.02$ ). In addition, it can be predicted that changes in dependent variable (students' performance) occur due to changes in independent variable (assessment strategies) because value of t (students:  $p=000$ ,  $t=53.04$  & teachers:  $p=000$ ,  $t=20.82$ ) is also significant.

To sum up, the result of model summary (R &  $R^2$ ), ANNOVA and coefficient from the perspective of students and teachers for hypothesis-2 reveals that null hypothesis is rejected and alternative is upheld. Hence, it is concluded that there is significant impact of assessment strategies on students' performance in

English. If an improvement in assessment strategies takes place, it will improve the performance of students as well.

TABLE IV. Result of hypothesis three

<b>Hypothesis three: There is no significant impact of students' reading attitude on their performance at intermediate level.</b>									
<b>Model Summary</b>	R	R <sup>2</sup>	Adjusted R	Std. Error of Estimate	<b>Change Statistics</b>				
					R Square Change	F Change	df1	df2	Sig.
Students' Model	.910	.829	.828	.42508	.829	2575.463	1	533	.00
Teachers' Model	.802	.644	.629	.287	.644	43.410	1	24	.00
<b>ANNOVA</b>	Students' Model			Sum of Squares	Mean Square			F	Sig.
		Regression		465.363	465.363	1	2575.46	.00	
		Residual		96.308	.181	533			
	Total		561.671		534				
	Teachers' Model	Regression		3.567	3.567	1	43.41	.00	
		Residual		1.972	.082	24			
Total			5.538		25				
<b>Coefficient</b>				Unstandardized Coefficients	Standardized Coefficients	t	Sig.		
	Students' Model	(Constant)		.908	.055	16.652	.00		
		Reading attitude		.778	.015	.910	50.749	.00	
	Teachers' Model	(Constant)		2.320	.160	14.486	.00		
		Reading attitude		.323	.049	.802	6.589	.00	

**Analysis:** The result from the perspective of students and teachers as shown in table-4 reveal that there is significant impact of students' reading attitude on their performance because the independent variable (students' reading attitude) and dependent variable (students' performance) are very strongly (students:  $p=000$ ,  $r=.910$  & teachers:  $p=000$ ,  $r=.802$ ) correlated. Likewise, the independent variable (students' reading attitude) is very strong predictor of dependent variable (students' performance) because the contribution of R<sup>2</sup> is 82.9% from students' perspective and 64.4% from teachers' perspective. Moreover, the prediction of students' performance can be made from students' reading attitude because the model (F-value) for the prediction of dependent variable (students' performance) from independent variable (students' reading attitude) is also significant (students:  $p=000$ ,  $F=2575.46$  & teachers:  $p=000$ ,  $F=43.41$ ). In addition, it can be predicted that changes in dependent variable (students' performance) occur due to changes in independent variable (students' reading attitude) because value of t (students:  $p=000$ ,  $t=50.749$  & teachers:  $p=000$ ,  $t=6.589$ ) is also significant.

To sum up, the result of model summary (R & R<sup>2</sup>), ANNOVA and coefficient from the perspective of students and teachers for hypothesis-3 reveals that null hypothesis is rejected and alternative is upheld. Hence, it is concluded that there is significant impact of students' reading attitude on students' performance

in English. If an improvement in students' reading attitude takes place, it will improve the performance of students as well.

TABLE V. Result of hypothesis four

		t-test for Equality of Means				
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
<b>Teaching techniques</b>	Equal variances assumed	1.201	559	.230	.289	.241
	Equal variances not assumed	1.230	27.621	.229	.289	.235
<b>assessment strategies</b>	Equal variances assumed	1.221	559	.223	.341	.279
	Equal variances not assumed	1.114	27.023	.275	.341	.306
<b>Reading attitude</b>	Equal variances assumed	0.214	559	.831	.058	.272
	Equal variances not assumed	.198	27.099	.844	.058	.293

**Analysis:** The insignificant result of t-test (teaching techniques:  $p = .230 \geq 0.05$ ,  $t = 1.201$ , assessment strategies:  $p = .223 \geq 0.05$ ,  $t = 1.221$  & students' reading attitude:  $p = .831 \geq 0.05$ ,  $t = 0.214$ ) as shown in table-5 reveals that there is no significant difference of perceptions between students and teachers regarding teachers' assessment strategies, teachers' teaching techniques and students' reading attitude at intermediate level.

To sum up, the null hypothesis is upheld because the result of t-test is insignificant. Hence, it is stated that perceptions of teachers and students regarding teachers' assessment strategies, teachers' teaching techniques and students' reading attitude are alike, having no significant difference in this regard.

Group comparison

TABLE VI. Group comparison

			N	Mean	Std. Deviation	t	df.	Sig
<b>Performance of learners</b>	Gender	Male	14	59.88	7.108	0.879	24	0.388
		Female	12	57.32	7.636			
<b>Performance of learners</b>	Age	45 or below	19	55.78	4.675	3.880	24	0.001
		Above 45	7	65.89	8.564			
<b>Performance of learners</b>	Area	Urban	18	60.64	7.069	2.429	24	0.023
		Rural	8	53.69	5.843			
<b>Performance of learners</b>	Experience	15 years or below	19	55.78	4.675	3.880	24	0.001
		Above 15 years	7	65.89	8.564			
	Qualification	M. A, B. Ed	8	52.45	2.253	3.30	24	0.003

<b>Performance of learners</b>		M.A, M. Ed & Above	18	61.19	7.265			
<b>Performance of learners</b>	Teaching methods	Two or more teaching methods	11	64.63	6.357	5.182	24	0.000
		Single teaching method	15	54.00	4.105			
<b>Performance of learners</b>	Teaching methods	Translation method	17	62.25	6.199	4.986	24	0.000
		Repeated reading method	9	51.42	2.533			
<b>Performance of learners</b>	Use of A.V aids	With A.V aids	5	70.77	1.043	7.257	24	.000
		Without A.V aids	21	55.58	4.584			
<b>Performance of learners</b>	Teaching Techniques	Modern teaching techniques	4	70.94	1.119	5.30	24	0.000
		Traditional teaching techniques	22	56.24	5.437			
<b>Performance of learners</b>	Assessment Test	Objective type test	18	61.82	6.276	4.678	24	0.000
		Essay type test	8	51.02	2.382			
<b>Performance of learners</b>	Assessment Test	Open ended	6	52.05	1.713	2.749	24	0.011
		Close ended	20	60.43	7.315			
<b>Performance of learners</b>	Assessment Test	Multiple choice tests	18	61.82	6.276	4.678	24	.000
		Short answer tests	8	51.02	2.382			
<b>Performance of learners</b>	Assessment Test	Formative or summative assessment	8	51.02	2.382	4.68	24	0.000
		Combined formative and summative	18	61.82	6.276			
<b>Performance of learners</b>	Gender	Male	237	60.98	17.850	3.412	533	0.001
		Female	298	55.53	18.730			
<b>Performance of learners</b>	Area	Urban	323	60.16	18.530	3.451	533	0.001
		Rural	212	54.57	18.049			
<b>Performance of learners</b>	Class	First year	269	58.11	18.801	1.497	533	.210
		Second year	266	57.77	18.281			
<b>Performance of learners</b>	Age	18 or below	443	59.57	18.434	4.539	533	.000
		Above 18	92	50.11	16.994			

<b>Performance of learners</b>	Reading activities	participating in reading	247	72.12	10.328	23.232	533	0.000
		avoid reading	288	45.78	15.030			
<b>Performance of learners</b>	Library	use library	175	74.49	9.388	18.402	533	.000
		do not use library	360	49.90	16.417			
<b>Performance of learners</b>	Books	Read only course books	444	53.44	16.720	-	533	.000
		Read more than course books	91	79.92	8.486	14.718		
<b>Performance of learners</b>	School	Male	237	60.98	17.850	3.412	533	0.001
		Female	298	55.53	18.730			

**Analysis:** The result of t-test as shown in table-6 shows that:

- The teachers (both male and female) showed equal performance in their teaching practice.
- The teachers having more than 45 years age performed better than teachers with 45 years or below age.
- Urban area teachers performed better than rural area teachers.
- More experienced teachers (the teachers with more than fifteen years' experience) showed performance higher than inexperienced teachers (the teachers having experience less than fifteen years).
- The performance of teachers was directly connected with their qualification. The teachers with higher qualifications (M.A, M. Ed or above) performed better than teachers having lower qualification (M.A, B. Ed).
- Those teachers who had used multiple teaching methods in classroom teaching learning performed better than teachers who had used only one method of teaching in the classroom.
- The teachers using translation method performed better than teachers using repeated reading method.
- The teachers who used A.V. aids in the classrooms performed better than teachers who did not use A.V. aids in the classrooms.
- The teachers who used modern teaching techniques performed better than the teachers who used only traditional teaching techniques.
- The teachers who used objective type tests for the assessment of learners performed better than the teachers who used only essay type tests for the assessment of learners.
- The teachers who used close ended tests for the assessment of students performed better than the teachers who used only open ended tests for the assessment of students.
- The teachers who used multiple choice tests for the assessment of learners was better than the teachers who used only short answer tests for the assessment of students.
- The teachers who used combined formative and summative assessment in the classroom performed better than the teachers who used either formative or summative assessment in the classroom.
- The girl students' performance was higher than boy students' performance in English.
- The performance of urban area students was higher than rural area students.
- The performance of twelfth class (XII) students and eleventh class (XI) students was alike.

- The performance of learners with an age eighteen year or below was higher than students with an age above eighteen years.
- The reading activities played a vital role in the performance of students. Those students who often participated in reading activities showed their performance higher than students who did not participate in reading activities.
- The libraries also played a vital role in the performance of students. Those students who often visited libraries for reading showed performance higher than students who did not go to libraries for reading.
- The reading more than course books also played a vital role in the performance of students. The performance of those students who used to read more than course books was higher than students who did not read more than course books.
- The male schools produced better result than female schools.

The teachers and students showed their dissatisfaction with teaching techniques applied by English teachers in their teaching. Most of the teachers did not use modern and latest teaching techniques. They taught students using centuries old traditional teaching methods. There was same teaching practice taking place daily. Teachers were incapable to teach using modern A.V aids. Moreover, teachers tried their level best to complete the course from examination view. No focus was given on basic skills of English. Rather than to make students comprehend the language, teachers preferred to have fair copies of students and motivated them to remember all the material written on fair copies like parrot. There was no systematic check and balance on teachers and students in this regard. Officers rarely visited the schools and in those visits, officer rather than to ask about the language learning skills tried to ask about the fair copies. Consequently, students used to take less interest in acquiring the basic skills of English.

The students were unable to read fluently the lengthy passages with comprehension. Their reading, spelling and vocabulary skills were very poor. They were unable to make translation of English passages into their local language. The passages were taken from their text that they had to comprehend. Additionally, the students were not able understand the grammar structure of sentences. They even were unable to differentiate between present, past and future conditional sentences.

There was no systematic assessment of both teachers and students. The schedule of assessment was present in only papers but practically there was no application of such assessment strategies. There was no system of weekly, monthly and quarterly tests. Neither internal nor external assessment was taking place in most of the institutions. Whatever the teachers used to teach and assess was the only the assessment. There was no trend of preparing progress report of students and sharing it with students, parents and other higher authorities.

Consequently, having got less motivation on the part of teachers, parents and officers, the students used to take less interest in learning basic skills of English. They tried level best to avoid participating in reading and other activities of English. Rather than to go to library, the students often used to waste their time moving to and fro, doing useless activities. Accordingly, the students showed alarmingly poor level of performance in English.

## 5. Conclusion

The independent variables (teaching techniques, assessment strategies and learners' reading attitude) were strongly correlated with the performance of learners. However, the poor performance of learners in English has raised many questions on teaching techniques, assessment strategies and learners' reading attitude. Teaching techniques and assessment strategies were centuries old and there was no use of modern teaching and assessment techniques in teaching learning of English. Moreover, due to lack of motivation, the learners did not concentrate properly on learning language skills.

## 6. Suggestions

- The result shows that effective English language learning depends more on reading, therefore, reading of English should be introduced as a separate subject along with marks equal to other subjects.
- The result shows that English teaching learning is not activity based. Hence English teaching learning should be activity based where frequent use of modern technology (A.V aids) should be ensured.

- It appears that English teachers do not go under standardized training. Hence, English teachers should go under standardized training at least once in every year, so that they may be equipped with modern teaching and assessment techniques to enhance the performance of students in English language.
- Number of students in every English class should be 16-18. In any case they should not exceed to 20.
- The motivation of students should be kept at top priority. The problems of students taking place in school premises should be addressed on quick basis.
- The teachers should prepare and apply standardized tests in the classroom and prepare progress report of learners to acknowledge the officers, students and parents from time to time.
- The students should be given English assignments from time to time to develop their reading and research habit.

## 7. REFERENCES

- Cohen, B. H. & Lea, R. B. (2005). *Essentials of Research Design and Methodology*. Canada: John Wiley & Sons, Inc.
- Coleman, H. (2010). *Teaching and learning in Pakistan: The role of language in education*. Retrieved from <http://www.britishcouncil.org/pakistan-ette-english-language-report.pdf>
- Creswell, J. W. (2008). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. Columbus, Ohio: Pearson education Ltd.
- Crystal, D. (1997). *English as a Global language*. Cambridge. Cambridge University press.
- DeMarraiss, K. & Lapan, S. D. (2004). *Foundations for research methods of enquiry in education and the social science*. London: Lawrence Erlbaum associates, publishers.
- Erkan, G. (2005). *Developing reading skills in English through strategy training at upper intermediate level in Bilkent University School of English Language* (Graduate thesis). Retrieved from <http://etd.lib.metu.edu.tr/upload/12606127/index.pdf>
- Fink, A. (1995). *The Survey Handbook*. Thousand Oaks, CA: Sage.
- Ghani, M., Mahmood, A. & Akram, M. (2008), measuring the performances of English language learners: A study of the learners of Punjab in Pakistan at the secondary level. *Language in India*, 8, 1-9. Retrieved from [http://www.languageinindia.com/may2008/measuring\\_punjabi\\_english.pdf](http://www.languageinindia.com/may2008/measuring_punjabi_english.pdf)
- Gray, D. E. (2004). *Doing research in the real world*. New Delhi, SAGE Publications India Pvt. Ltd.
- Janjua, F., Malik, S., & Rahman, F. (2011). Learning experiences and academic adjustment of international students: A case study from Pakistan. *Journal of Language Teaching and Research*, 2(6), 1359-1365. doi:10.4304/jltr.2.6.1359-1365
- Kashef, S. H., Viyani, A., Ghabool, N. & Damavand, A. (2012). Examining the effect of a learning-centered reading instruction on Iranian students' reading comprehension: An action research. *English Language Teaching*, 5(10), 58. doi:10.5539/elt.v5n10p58
- Kasi, F. (2010). Collaborative action research: An alternative model for EFL teacher professional development in Pakistan. *Asian EFL Journal*, 12(3), 98- 117.
- Khan, I. (2011). Reading assessment techniques among selected secondary school teachers in Pakistan: Current trends and techniques. *International Journal on New Trends in Education and Their Implications*, 2(4), 58-75.
- Khan, I. & Pandian, A. (2011). A proposed comprehension assessment tool for ascertaining grade 10 learner's reading performance in Pakistan. *SPELT Quarterly*, 26(2), 2-16.
- Khan, I. & Pandian, A. (2011). A study on reading comprehension performance in English among matriculation students in Pakistan. *Modern Journal of Language Teaching Methods*, 1(1), 4-14.
- Nawab, A. (2012). Is it the way to teach language the way we teach language? *English language teaching in rural Pakistan*. *Academic Research International*, 2(2), 696-705
- Neuman, W. L. (2007). *Basics of social research: Qualitative and quantitative approaches*. USA, Pearson Education Inc.
- Nunan, D. (1988). *Syllabus Design*. Oxford. Oxford University Press. SAGE Publications. doi:10.1177/026765839000600207
- Pinon, R., & Haydon, J. (2010, December). The benefits of the English language for individuals and societies: Quantitative indicators from Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan. A custom report compiled by Euro monitor International for the British Council, 1-75. Retrieved from [www.euromonitor.com](http://www.euromonitor.com)



- Shah, I., Farooq, S. U., Shah, T. & Shams, M. S. (2010). A comparative study of English reading skills and socio-economic factors of Pakistani universities students. *International Research Journal of Finance and Economics*, 47(1), 108-113. Retrieved from <http://www.eurojournals.com/finance.htm>
- Warsi, J. (2004). Conditions under which English is taught in Pakistan: An Applied linguistic perspective. *SARID Journal*, 1(1), 1-9. Retrieved from <http://www.saridjournal.org/2004/warsi.htm>

# Effect of Academic Background on Social Competence and its Relationship with Academic Motivation and Academic Performance of First Year University Students

Ghania Yamin<sup>1</sup>, Huma Khalid<sup>1</sup>, Fizza Tahir<sup>1</sup>, Erum Khatri<sup>1</sup> and Sidra Shoaib<sup>1</sup>

<sup>1</sup>Institute of Professional Psychology, Bahria University (Karachi campus)

Corresponding author's email: sidrashoaib175@yahoo.com

## Abstract

Certain differences have been observed in the students belonging to different academic backgrounds hence the purpose of the current research was to explore the effect of academic background (i.e., Cambridge & HSSC) on Social Competence and to see its relationship with Academic motivation and Academic performance among first year university students. The hypothesis states that there is a significant difference between Social Competence and Academic Motivation of Cambridge and Higher Secondary School Certificate (HSSC) students. There also exists a significant relationship between Social competence, Academic motivation and Academic performance of first year university students. Research design of the study was comparative co-relational survey design. Whereas sampling technique used was purposive convenient sampling. There were N=166 participants (Males n=53 & Females n=113; Cambridge n=90 & HSSC n=76) with the age range of 18-23 years (M=2.76, SD=1.28) from different private and government universities of Karachi. Academic Motivation Scale (Vallerrand, et al., 1992) and Social Competence Scale (Shujja, Malik, & Khan, 2015) for Adolescence were used for measuring academic motivation and social competence whereas for academic performance previous grades in last given exams were demanded. Statistical analysis including T-test was used for measuring relationship variables of Academic Motivation, Social Competence and Academic Performance among first year university students show no significant relationship. a positive but weak relationship was discovered between social competence and intrinsic motivation. Furthermore, a weak relationship was identified between social competence and gender. This study will help increase insight and improvise the education system and teaching methodologies of both educational systems. Implications for teachers to use innovative methodologies and strategies while teaching to enhance students' social and academic skills to positively influence their performance.

**Keywords:** *Academic background, Social competence, Academic motivation, Academic performance, University students, Education systems in Pakistan, Intermediate system, Cambridge system, Learning, Co-relational study.*

## 1. Introduction

Pakistan is a developing country, currently facing issues and challenges in the education sector. Good education in the initial stages i.e., primary and secondary education can therefore provide a sound foundation to further go for higher education in universities. This early education can help develop student's social competence by enhancing self-confidence, self-efficacy, leadership skills etc. This will further influence their attitude in the phase of attaining higher education in universities. All the universities whether private or government, provide almost same level of education and same level of challenge to students which keeps them motivated towards studies. University is the place where students enter a new phase of life where they make new friends and try to create a relationship with them as to make the best of their time at the university (Mahamod & Somasundram, 2017; Memon, 2007).

The education system in Pakistan has three levels. The first five years of education are called Primary years whereas the following three years are middle years. Further two years are referred to as secondary education which concludes high school as student clears board examination known as Secondary School Certificate Examination (SSCE) more commonly "Matric" exam. The students now enroll into a two-year education program known Higher Secondary School Certificate (HSSC) which is more commonly known as

Intermediate. After passing HSSC exam, the student enters in a 4-year bachelor's program offered by Higher Education Commission (HEC). A separate education system called Cambridge system which is General Certificate of Education (GCE), where SSCE is replaced by ordinary level, O' level and HSC is replaced by advanced level, A' level (Scholaro, 2018).

HSSC system is merely focused on learning through reading and writing. Writing is one of the tools through which a person can learn. As writing estimates human speech and enhances learning strategies. Writing to learn can create a small but positive impact on academic achievement of students (Bangert-Drowns, Hurley, & Wilkinson., 2004). The HSSC system focuses more on memorization and rote learning. Whereas, the Cambridge system focuses more on a subject's understanding and rethinking about a learned phenomenon. The subjects and grading criteria are also different in both education systems (Shaikh, 2018). Academic backgrounds: HSSC and Cambridge, both have their own methodologies and strategies they use to educate students. Based on these differences, the current study aims to find out these differences as these students come together for the first time at university level and these differences are identified here. These along with the strengths of both education systems polishes student's various skills such as leadership, self-confidence, adaptability, sociability, self-efficacy and social initiative which contributes to their social competence.

### **1.1. Social competence**

It is defined as the possession and use of ability to integrate thinking, feeling and behavior to achieve social tasks and outcomes valued in the host setting and culture. They argue that social competence has component variables that vary along continuous dimensions and is socially constructed through social interactions in different contexts. Social competence is therefore not only knowledge and information processing capability, but also a set of component skills or procedures applied conditionally (Topping, Bremner, & Holmes, 2000). These set of skills or procedures are acquired overtime with previous experiences such as self-efficacy beliefs are developed as a result of performing similar tasks.

**Self-efficacy:** It is defined as the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, Ghayas, & Adil, 2013). Self-efficacy helps to influence academic achievement on basis of self-regulated learning (Zimmerman, Bandura, & Martinez-Pons, 1992). Several studies have shown positive relation between self-efficacy, persistence and social integration (Torres, 2001).

**Sociability:** It is described as the tendency to affiliate and to prefer being with others i.e. A-motivation (Cheek & Buss, 1981). Social responsibilities facilitate learning and performance outcomes from a motivational perspective by providing incentives in the form of positive interactions with teachers and peers (Wentzel, 1991).

**Adaptability:** Adaptability is defined as appropriate cognitive, behavioral, and/or affective adjustment in the face of uncertainty and novelty (Martin, Nejad, Colmar, & Liem, 2013). Academic world changes constantly therefore, students that are adaptive to these changes and adjust to constraints and opportunities in social environment show adaptive patterns in the form of academic motivation (Heckhausen & Wrosch, 2015). The degree of social interaction of students with peers' tempers with their emotional regulation influences their social adaption (Rubin, Coplan, Fox, & Calkins, 1995).

**Self-confidence:** It is a significant predictor of students' academic performance as it increases level of motivation and expectation of academics (Tavani & Losh, 2003). Student's self-confidence is a necessary trait for attaining higher academic achievement/performance (Lazar, Ji Hyun, Wenshu, & David J., 2012) also true for a good oral performance achievement (Al-Habaish, 2012). This can result in social competence skills and a motivation for academic. This shows role of self-confidence is essential for both academic and verbal performances using communication and interpersonal problem-solving skills (Erozkan, 2013).

**Social initiative:** It is an initiative that is sustainable and has the potential for a positive impact on society (Hess & Warren, 2008). Exploring social initiative as a form of social competence in adolescents was studied as a function of history of interpersonal relationships, showed social relationship experiences in younger adolescents and parental relationships in older adolescents as the predictors (Barber & Erickson, 2001). Adolescents have social interactions in their academic settings and these experiences stem academic motivation or amotivation influencing their achievements (Mahamod & Somasundram, 2017).

Leadership: Effective leadership requires developed social skills (Riggio & Reichard, 2008). Good schools employ approaches to develop their students as the leaders of future such as participating in leadership education and training programs leads to educational and personal development such as leadership skills, personal and societal views (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001).

### **1.2. Academic Motivation**

It is a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (DiPerna & Elliott, 1999). According to Gresham (1988), Academic motivation is a subtype of the general construct of reflectance motivation, which is defined as the need to be successful or effective in dealing with one's environment. A student deals with various educational outcomes including learning, performance, engagement and persistence (Utvær & Haugan, 2016). Students deal with these situations using social skills as they are important in many aspects of an individual's life including social and academic success (Elliott, Malecki, & Demaray, 2001).

### **1.3. Academic performance**

Academic performance or Academic achievement in school years can be defined as, "Achieving cognitive goals that are set for multiple subjects for the acquisition of knowledge within the academic period" (Steinmayr, Meibner, Weidinger, & Wirthwein, 2014). Social environment also influences academic performance as carefully identifying social situations and being aware of one's and others' emotions and making decisions on basis of the social context will enable forming positive relationships with others (Zins, Weissbert, Wang, & Walberg, 2004). According to a study exploring components of social competence that influence learning motivation and academic achievement indicated intrinsic motivation to have a considerable effect on all three variables (Zsolnai, 2002).

### **1.4. Theoretical Framework**

The concept of Academic background is based on two of the major education systems of Pakistan i.e., Higher Secondary School Certificate (HSSC) and Cambridge system. The difference in teaching methodology, grading criteria and learning environment of both systems, may affect students differently in their social and performance skills (Shaikh, 2018). A study was conducted on Academic Background of students and it was revealed that students' academic background and attitude significantly correlated with their academic performance in one of the freshman courses (House, 1998). Considering, self-determination theory by Deci and Ryan (2000) which focuses on self-determined or autonomous and controlled behaviors i.e., intrinsic and extrinsic motivation. It suggests that positive change in academic competence may result in enhancing academic self-determination which positively impacts academic motivation and academic performance of the students (Michielle, Robert, & Frederic, 1995). Hence, the theoretical framework will focus on students as they enter their higher education phase of professional life in first years of university from their respective academic backgrounds: HSSC or Cambridge with learned social and motivational skills. It will study a relationship between two predicting variables i.e. Social Competence and Academic Motivation which have an impact on the criterion variable i.e. Academic Performance. Social Competence also includes six sub-constructs for measurement which are 1) Self-efficacy, 2) Sociability, 3) Adaptability, 4) Self-confidence, 5) Social initiative and 6) Leadership. Academic Motivation is also measured in terms of its three sub-constructs 1) Intrinsic Motivation 2) Extrinsic Motivation and 3) A-motivation. Whereas, Academic performance will be measured through previous and current grades in first year of university.

## **2. Review of Literature**

The impact of two contrasting examination patterns i.e., Higher Secondary School Certificate (HSSC) and O' levels was studied on teaching style at secondary and higher secondary level in Pakistan. In contrast, both systems focus on demonstrative and lecture methods to teach. HSSC teachers prefer reading and recitation methods, whereas Cambridge teachers are more inclined towards asking questions and answers to evaluate students on the subject and also encourage class participation and interaction. The results showed that teachers varied their teaching style to get good results or higher academic performance of students (Mahmood & Shinohara, 2002; Adnan & Mahmood, 2014; Ghulam & Anwar, 2011).

From the above literature, it can be concluded that differences among both education systems have created a general opinion in public that Cambridge system is much advanced and tough in comparison with HSSC. As reported in various studies, there exists an acrobatic link between education and development of students set of skills such as HSSC education system focuses more on rote learning and memorization whereas, Cambridge focuses more on a topic's understanding and rethinking about the learnt phenomenon. We can

also see established positive links between academic and social motivational constructs on student's motivation and academic performance in various studies (Wigfield, 1998). Therefore, this research will figure out authenticity of this general public opinion by studying academic and social motivational constructs such as social competence and academic motivations' effects on academic performance in the light of both education systems: HSSC and Cambridge.

This study may help to eliminate previously held perceptual schema about both the education systems as university helps to merge students and brings them at the same level. This study encourages students to involve, participate and compete with one another through assignments or presentations etc. to foster academic motivation. Comparing both systems, the strengths and weakness of each can be used to tackle performance and bring further improvement in various areas of students other than just academics such as help empower and mold students' cognitions, skills and abilities in more practical and logical ways. Both educational systems follow different teaching methodologies, curriculum, evaluation methods etc. Therefore, there exists a greater need to study the difference it exhibits in terms of implications in vocational guidance, job, career development etc.

### **3. Methodology**

#### **3.1. Research hypothesis**

- There will be a significant difference in Social Competence of Cambridge and Higher Secondary School Certificate (HSSC) students.
- There will be a positive relationship between Social Competence, Academic Motivation and Academic Performance of first year university students.

#### **3.2. Research design**

The current study is a quantitative research approach to a comparative co-relational survey design research to study relationship of social competence and its relationship with their academic motivation and academic performance in first years of their university to analyze the differences of academic background of Higher Secondary School Certificate (HSSC) and Cambridge students.

#### **3.3. Sample**

First year university students aged between 18-23 years (N=166, M=2.76, SD=1.28) from Higher Secondary School Certificate (HSSC) and Cambridge academic background were approached through convenient purposive sampling, which is a non-probability sampling technique.

#### **3.4. Inclusion criteria of research participants**

- Participants admitted in private or government universities in Karachi, Pakistan.
- Participant between the age range of 18-23 years were selected for the study.
- Participants from the education backgrounds of HSSC or Cambridge were selected for the study.

#### **3.5. Measures**

##### **3.5.1. Informed Consent Form**

Participants were asked to fill out the informed consent form before administering the scales. Participants were informed briefly regarding the purpose of the study and their right to withdraw at any time. They were ensured about the confidentiality of their personal information.

##### **3.5.2. Demographic Information Form**

The demographic information form was used to collect basic information about the participants. The demographic information form inquired about the participants; Gender, Educational background, University, Department, Current Semester, Previous and Current Grades.

##### **3.5.3. Social Competence scale for Adolescents (SCSA) (Shujja, Malik, & Khan, 2015)**

It is a self-report measure of social competence in adolescents. It was created by Sultan Shujja, Farah Malik and Nishi Khan (2015). It consists of 53 items divided into includes six sub-scales i.e., self-efficacy, sociability, adaptability, leadership, self-confidence and social initiative. The score for each item ranges from one to four (1-4) on a Likert scale ranging from 'Never' to 'Always'. Score 1 was assigned to 'Never' and 4 to 'Always'. There are 5 items that are reverse scored. The internal alpha co-efficient range is .60-.87 indicating it to be a reliable instrument to measure social competence of adolescents.

### 3.5.4. Academic motivation Scale (AMS)(Vallerrand, et al., 1992)

It is a self-report questionnaire by Vallerrand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C. & Vallieres, E. (1992). It consists of 28 items divided into seven subscales to assess three dimensions of motivation i.e., intrinsic, extrinsic and Amotivation. The items are scored on a 7-point Likert scale ranging from 1 indicating 'Does not correspond at all' to 7 indicating 'Corresponds exactly'. The translated English version of scale has mean alpha value .81 indicating satisfactory level of internal consistency.

### 3.6. Procedure

Permission was sought from the different universities. Questionnaires were administered after taking informed consent and briefing regarding confidentiality and purpose of study. Participants were encouraged to ask questions in case of any query. After they agreed to participate in the study, they were asked to fill the forms in the sequence of Informed consent, demographic form Social Competence scale for Adolescents (SCSA) (Shujja, Malik, & Khan, 2015), Academic Motivation Scale (AMS) (Vallerrand, et al., 1992) and Academic Performance was evaluated using their previous/current grades. Convenient purposive sampling was used to collect data from males and females of different private and government universities in Karachi. These participants can be considered as representatives of Higher Secondary School Certificate (HSSC) and Cambridge academic background as those not fitting the inclusion criteria were not included. The results were analyzed using Statistical Package of Social Sciences (SPSS-22) to test statistical significance of the variables after manually scoring the questionnaires.

## 4. Results

In results, the demographic variable of participants is discussed along with descriptive statistics of main variables. The results of the current study were obtained through SPSS 22 Version. Descriptive Analysis and Paired Sample T-Test were performed to obtain the results.

TABLE I. Frequency and percentages of demographic variables (N=166).

Variables	<i>f</i>	%
<b>Educational Background</b>		
Intermediate	76	45.8
Cambridge	90	54.2
<b>Gender</b>		
Male	53	31.9
Female	113	68.1
<b>University</b>		
Private	94	56.6
Government	72	43.4
<b>Department</b>		
Arts	57	34.3
Science	25	15.1
Social science	70	42.2
Business	14	.84
<b>Current Semester</b>		
1 <sup>st</sup> semester	91	54.8
2 <sup>nd</sup> semester	75	45.2

<b>Previous Grades (Intermediate/A-levels)</b>		
<b>A</b>	61	36.7
<b>B</b>	67	40.4
<b>C</b>	27	16.3
<b>D</b>	11	6.6
<b>Current Grades</b>		
<b>A</b>	89	53.6
<b>B</b>	56	33.7
<b>C</b>	18	10.8
<b>D</b>	2	1.2
<b>E</b>	1	0.60

Note: f = frequency.

The above-mentioned Table 1 shows the frequency distribution and the percentages of all the demographic variables that were considered in the present study and the focus of the study was to target the true representative sample of the population in the current study.

Table 2. Table statistics and alpha reliability co-efficient, univariate normality of study variables (N=166)

TABLE II. Range

<b>Variables</b>	<b>Items</b>	<b>N</b>	<b><math>\alpha</math></b>	<b>M</b>	<b>SD</b>	<b>SK</b>	<b>K</b>	<b>Actual</b>	<b>Potential</b>
<b>SC</b>	53	165	.87	108.01	16.56	-.17	-.21	118-203	53-212
<b>SE</b>	14	165	.71	47.10	4.89	-.64	.09	31-56	14-42
<b>ADB</b>	8	166	.59	23.81	3.63	-.09	-.50	15-32	8 – 32
<b>LD</b>	4	166	.45	12.69	1.93	-.53	-.01	7-16	4 – 16
<b>SCD</b>	8	166	.41	22.28	3.40	.14	-.62	15-32	8 – 32
<b>SI</b>	4	166	.79	10.65	3.09	-.27	.82	4-16	4- 16
<b>SCB</b>	15	166	.71	44.79	5.98	-.06	-.45	31-58	15-60
<b>ACM</b>	-	-	-	-	-	-	-	-	-
<b>AM</b>	4	165	.82	10.12	6.01	.86	.05	4 -28	4-28
<b>EM</b>	12	166	.87	61.13	14.12	-.56	-.35	19-84	12-84
<b>IM</b>	12	166	.84	58.59	12.38	-.30	-.38	22-83	12-84

Note: SC = Social competence, SE= Self efficacy, ADB = Adaptability, LD = leadership, SCD = Self-confidence, SI = Social initiative, SCB = Sociability, AM= Amotivation, EM= Extrinsic motivation, IM = Intrinsic motivation, ACM = Academic motivation, SK= Skewness, K=kurtosis.

The above table shows the values Mean, Standard deviation, Skewness and Kurtosis, which shows that the data of the current study is normally distributed. It also shows alpha reliabilities of the Social Competence and Academic Motivation variables along with their sub-variables.

Table 3. T – Table showing the relationship based on Academic background between Social competence, Self-efficacy, Adaptability, Leadership, Self-confidence, Social initiative, sociability, Amotivation, Intrinsic motivation and extrinsic motivation, Current grades and Previous grade (N=166).

TABLE III. Relationship

Variables	N	M	SD	Std.	t	P	95% CI		Cohen's d
							LL	UL	
<b>SC</b>									
<b>Intermediate</b>	75	159.3	15.9		-	0.18	-8.54		
<b>Cambridge</b>	90	162.7	16.9		1.33		1.66		
<b>SE</b>									
<b>Intermediate</b>	75	46.45	4.89	.56	-	.12	-2.69	.31	
<b>Cambridge</b>	90	47.64	4.86	.51	1.56				
<b>ADB</b>									
<b>Intermediate</b>	76	23.06	3.52	.40	-	.01	-2.48	-.29	.38
<b>Cambridge</b>	90	24.45	3.61	.38	2.49				
<b>LD</b>									
<b>Intermediate</b>	76	12.44	1.87	.21	-	.13	-1.04	.14	
<b>Cambridge</b>	90	12.90	1.97	.20	1.50				
<b>SCD</b>									
<b>Intermediate</b>	76	22.32	2.94	.33	.11	.91	-.98	1.10	
<b>Cambridge</b>	90	22.25	3.76	.39					
<b>SI</b>									
<b>Intermediate</b>	76	10.34	3.13	.35	-	.23	-1.53	.37	
<b>Cambridge</b>	90	10.92	3.06	.32	1.20				



<b>SCB</b>									
<b>Intermediate</b>	76	45.01	5.93	.68	.43	.66			2.24
<b>Cambridge</b>	90	44.61	6.05	.63			-1.44		
<b>AM</b>									
<b>Intermediate</b>	75	10.50	5.71	.65	.73	.46	-1.16		2.55
<b>Cambridge</b>	90	9.81	6.27	.66					
<b>EM</b>									
<b>Intermediate</b>	76	60.77	13.3	1.53	-.29	.76	-5.01		3.69
<b>Cambridge</b>	90	61.43	14.81	1.56					
<b>IM</b>									
<b>Intermediate</b>	76	59.10	12.50	.07	.49	.62	-2.86		4.76
<b>Cambridge</b>	90	58.15	12.33	.10					
<b>PG</b>									
<b>Intermediate</b>	76	1.57	.66	.07	-5.1	.00	-.92	-.41	.81
<b>Cambridge</b>	90	2.23	.94	.10					
<b>CG</b>									
<b>Intermediate</b>	76	1.61	.69	.08	-.14	.88	-2.5		.22
<b>Cambridge</b>	90	1.64	.08	.08					

Note: SC = Social competence total, SE= Self efficacy, ADB = Adaptability, LD = leadership, SCD = Self-confidence, SI = Social initiative, SCB = Sociability, AM= Amotivation, EM= Extrinsic motivation, IM = Intrinsic motivation

The above-mentioned table 3 shows that there is no significant difference in the Social competence and Educational background (Higher Secondary Education HSSC and Cambridge education system CES) of the first-year university students.

It also indicates that there is no significant relationship between Social competence (self- efficacy, leadership, self-confidence, social initiative and sociability) except for Adaptability. Adaptability in students from Cambridge background is greater than HSSC with the cohen's d value of .38. There is no significant difference observed in the Academic motivation (Amotivation, Intrinsic motivation and extrinsic motivation). Previous grades of Cambridge system are greater than HSSC with the cohen's d of .81.

Table 4. Correlations between Social competence (Self-efficacy, Sociability, Adaptability, Self- confidence, social initiative & leadership), academic motivation (intrinsic, extrinsic and a motivation) and academic performance (Previous grades, current grades (N= 166).

TABLE IV. Correlation

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1 SC	-	.82* *	.76* *	.62* *	.49* *	.67* *	.79* *	- .10	.25* *	.34* *	.0 0	-.12
2 SE		-	.61* *	.48* *	.35* *	.37* *	.55* *	.19 *	.26* *	.30* *	- .0 0	- .16 *
3 ADB			-	.39* *	.35* *	.44* *	.47* *	- .05	.17* *	.26* *	.10	-.04
4 LD				-	.30* *	.41* *	.39* *	- .03	.13	- .26* *	- .0 0	-.13
5 SCD					-	.17* *	.12	.23* *	.05	.21* *	-.07	-.10
6 SI						-	.25* *	.08	.12	.19* *	.01	-.03
7 SCB							-	.02	.24* *	.25* *	-.04	-.07
8 AM								-	- .15* *	- .22* *	-.03	.02
9 EM									-	.62* *	0.3	0.4
10 IM										-	.03	-.05
11 PG											-	.31*
12 CG												-

Note: SC = Social competence, SE= Self efficacy, ADB = Adaptability, LD = leadership, SCD = Self-confidence, SI = Social initiative, SCB = Sociability, AM= Amotivation, EM= Extrinsic motivation, IM = Intrinsic motivation, PG= Previous grades, CG= Current grades. \*\* P < 0.01

The social competence total (SCT) also shows strong positive relationship with its sub-variables; self-efficacy, adaptability, sociability whereas it has a moderate positive relationship with leadership. Amotivation has a significant negative but weak relationship (-.10) with Social competence. There is a positive but weak relationship between social competence and intrinsic motivation (.34\*\*) and a weak positive relationship with Extrinsic motivation. There is a negative but weak relationship between Social competence and Current performance. There is no significant relationship between Academic performance and Academic motivation (amotivation, intrinsic motivation and extrinsic motivation). There exists a significant positive but weak significant relationship between Current and previous academic performance.

Table 5. Regression analysis showing Social competence as a determinant of intrinsic motivation in First year university students.

TABLE V. Regression Analysis

Social Competence	Intrinsic Motivation				
	B	B	P	R <sup>2</sup>	$\Delta R^2$
	.25	.32	4.41	.11	.11

Note. B = standardized beta, R<sup>2</sup>= R-squared, &,  $\Delta R^2$  = Adjusted R- Squared

The Table 5 shows a change in predictor variable of Social Competence will result in a significant 11% change in the criterion variable of intrinsic motivation.

## 5. Discussion

The hypothesis intended to study relationship of social competence, academic motivation and academic performance of first year university students from HSSC and Cambridge background. Results showed that there exists no significant difference in social competence of Intermediate and Cambridge students. The calculated social competence of intermediate students was 97% and social competence of Cambridge students was 95.5%. Majority of the students already had high social competence so no differences could be interpreted. The data was collected from students after they had given some of their examination as well as completed projects with their peers, which could have affected their reporting on the questionnaires. Due to the limited literature on education systems in Pakistan and its effect on social competence, the current research would be efficient for future researchers working in this domain.

A study by Legault (2006), showed social support to be negatively related with academic Amotivation therefore concluding that enough social support is important for intrinsic as well as self-determined extrinsic academic motivation. Similarly, in this study Amotivation (absence of motivation) has a negative but weak relationship with Social Competence. However, a positive but weak relationship was found between Social Competence and intrinsic motivation as well as extrinsic motivation of the students i.e., group learning would encourage students to socialize and study among themselves or higher education encourages group learning such as group projects or presentations etc. This was also supported in the literature, as most of the degree programs at university offer courses to the students in which the student must present the given project or presentation within a group in front of the class, this practice encourages students to socialize, study in group and boost up their self-confidence. This articulate interest in their studies which leads motivation towards academics. A series of studies were done to analyze the role of social support and academic amotivation, the results of the study were revealed that social support was negatively related with academic amotivation (Legault, Green-Demers, & Pelletier, 2006).

In this study, the academic performance showed a weak positive relationship between the previous and current academic performance of students. Another significant finding revealed that there exists no relationship between Academic Motivation and Academic Performance. Therefore, indicating various factors to predict academic performance among which, previous performance might act as one of the predictors. As found out in the research, previous Academic Performance was found to be the most significant predictor of University Performance. Other factors such as integration into university, self-efficacy and employment responsibility also predict Academic Performance in university (Schweitzer & McKenzie, 2010).

Masroor (2018), study indicated Cambridge system mostly focus on practical and logical thinking whereas HSSC focuses on rote learning. This interpretation can also be linked to the literature as discussed by Shaikh (2018), in his study that there is a difference in grading criteria, teaching methodologies and learning environment of both education systems. The result analysis of this study showed that Cambridge students scored significantly higher on previous grades and adaptability in comparison to HSSC students.

Further investigation unveils that there is no significant difference between social competence, academic motivation and academic performance based on academic background of first year university students. However, similar teaching practices in university for all students i.e., the materials/ways through which knowledge is conveyed are similar. This might lead to equal academic motivation and performance in first year university students despite different backgrounds. Similarly, the social competence and academic

motivation was revealed to be unrelated. Whenever a student enters the university, the community considers the students as he/she has achieved a milestone by getting admission in university. Students get motivated by the way they are treated after getting enrolled in their higher studies. This treatment can produce motivation towards studies rather than their social competence. Also, there is no positive relationship between social competence and academic performance. It can largely be attributed to the impact of our culture and surrounding. When the student enters university, he/she feel accomplished, their self-esteem boosts up leading them to believe that they don't need to put much efforts towards their studies. This might act as a contributing factor to above discussed point. The table further states that there is no positive relationship between academic motivation and academic performance of first year university students. In Pakistani culture, students who enter in university, their motivation is high since their parents consider that if their child can enter in the university, he/she must continue and graduate with a decent performance and grades. Pressure of showing results leads to intensify the performance in students. Similarly, in our society a child with only an intermediate or an O level qualification has no such acceptance and the opportunities for work are limited as well. These pressures can be contributing factors towards Academic Performance rather than Academic motivation of students. Due to limitation of literature on this point this study can be efficient.

Interpretation of result shows social competence and intrinsic motivation showing a positive but weak relationship between the two variables. The regression analysis shows that a change in the predictive variable of social competence will result in significant change (11%) in the criterion variable of intrinsic motivation. Benware & Deci (1984), study discloses that students who are taught in way to teach others with their capability are more intrinsically motivated than those who are taught just to be examined. In Asian culture, it can be said that the motivation of a student towards their academic is usually because of the social pressure from family to graduate and to gain acceptance from society in order to walk proudly with them.

Results of the study conducted show significant differences from the available literature. Reinforcing the role of cultural differences in displaying the result. Indicating these variables can be further explored in our Asian culture to get further insight and awareness in regards to other variables as well.

## 6. Conclusion

It can be concluded that there exists no significant difference in Social Competence between the two-education system i.e., HSSC and Cambridge. Social Competence skills and academic performance does not differ according to their Academic Background. However, there was a positive but weak relationship found between Social Competence and Academic Motivation (Intrinsic and Extrinsic).

## 7. Recommendations

This study was conducted on university students. In the future, researchers can focus on school or college age students to see early years of learning and development. This can be done taking into account other education systems as well with a larger sample. This can be further studied by conducting a qualitative study.

## 8. REFERENCES

- Adnan, U., & Mahmood, A. M. (2014). Impact of Public Examination on Teaching of English: A Washback Perspective. *Journal of Education and Practice*, 5(2). Retrieved from <http://www.iiste.org/>
- Akhtar, S., Ghayas, S., & Adil, A. (2013). Self-efficacy and optimism as predictors of organizational commitment among bank employees. *International Journal of Research Studies in Psychology*, 2(2), 33-42. doi:10.5861/ijrsp.2012.131
- Al-Habaish, S. M. (2012). The Correlation between General Self- Confidence and Academic Achievement in the Oral Presentation Course. *Theory and Practice in Language Studies*, 2(1), 60-65. Retrieved from <http://repository.taibahu.edu.sa>
- Bangert-Drowns, R. L., Hurley, M. M., & Wilkinson. (2004). The Effects of School-Based Writing to Learn Interventions on Academic Achievement: A Meta-Analysis. *SAGE Journals*, 74(1), 29-58. doi:10.3102%2F00346543074001029
- Barber, B. K., & Erickson, L. D. (2001). Adolescent Social Initiative: Antecedents in the Ecology of Social Connections. *Journal of Adolescent Research*, 16(4), 326–354. doi:10.1177/0743558401164003
- Benware, C. A., & Deci, E. L. (1984). Quality of Learning with an Active versus Passive Motivational Set. *American Educational Research Journal*, 21(4), 755-765. doi:10.3102/00028312021004755
- Cheek, M. J., & Buss, H. A. (1981). Shyness and sociability. *Journal of Personality and Social Psychology*, 41(2), 330–339. doi:10.1037/0022-3514.41.2.330

- Cress, C. M., Astin, H. S., Zimmerman-Oster, K., & Burkhardt, J. C. (2001). Developmental outcomes of college students' involvement in leadership activities. *Journal of College Student Development*, 42(1), 15-27. Retrieved from <https://psycnet.apa.org/record/2001-16133-002>
- DiPerna, J. C., & Elliott, S. (1999). Development and validation of the academic competence evaluation scales. *Journal of Psycho educational Assessment*, 17(3), 207-225. Retrieved from <https://asu.pure.elsevier.com>
- Eich, D. (2008). A Grounded Theory of High-Quality Leadership Programs: Perspectives From Student Leadership Development Programs in Higher Education. *Journal of Leadership & Organizational Studies*, 15(2), 176-187. doi:10.1177%2F1548051808324099
- Elliott, S. N., Malecki, C., & Demaray, M. (2001). New Directions in Social Skills Assessment and Intervention for Elementary and Middle School Students. *Exceptionality*, 9(1), 19-32. doi:10.1207/S15327035EX091&2\_3
- Erozkan, A. (2013). The Effect of Communication Skills and Interpersonal Problem Solving Skills on Social Self-Efficacy. *Educational Sciences: Theory and Practice*, 13(2), 739-745. Retrieved from <https://eric.ed.gov/?id=EJ1017303>
- Ghulam, B. M., & Anwar, M. (2011). Comparative Analyses of the Teaching Methods and Evaluation Practices in English Subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan. *International Education Studies*, 4(1), 202-211. Retrieved from <https://eric.ed.gov/?id=EJ1066384>
- Gresham, F. M., Evans, S., & Elliott, S. N. (1988). Academic and Social Self-Efficacy Scale: Development and initial validation. *Journal of Psycho educational Assessment*, 6(2), 125-138. doi:10.1177/073428298800600204
- Heckhausen, J., & Wrosch, C. (2015). Challenges to developmental regulation across the life course: What are they and which individual differences matter? *International Journal of Behavioral development*, 40(2), 145-150. doi:10.1177%2F0165025415588796
- Hess, D., & Warren, D. (2008). The Meaning and Meaningfulness of Corporate Social Initiatives. *Business and Society Review*, 113(2), 163-197. doi:10.1111/j.1467-8594.2008.00317.x
- House, D. J. (1998). Student attitudes and academic background as predictors of achievement in college English. *International Journal of Instructional Media*, 25(1), 29. Retrieved from <https://search.proquest.com/openview/34d222878be2d0628af564db14475bcd/1>
- Lazar, S., Jihyun, L., Wenshu, L., & David J., H. (2012). Confidence: A better predictor of academic achievement than self-efficacy, self-concept and anxiety? *Learning and Individual Differences*, 22(6), 747-758. doi:10.1016/j.lindif.2012.05.013
- Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why Do High School Students Lack Motivation in the Classroom? Toward an Understanding of Academic Amotivation and the Role of Social Support. *Journal of Educational Psychology*, 98(3), 567-582. doi:10.1037/0022-0663.98.3.567
- Mahamod, Z., & Somasundram, B. (2017). Effectiveness of Cooperative Learning on Achievement and Motivation of the Student in Learning Malay Language. *Creative Education*, 8(15). Retrieved from <https://www.scirp.org/>
- Mahmood, N., & Shinohara, F. (2002). Recognizing the Influence of Assessment Pattern in the Formation of Teaching Style. *Journal of Science education in Japan*. doi:10.14935/jssej.26.187
- Martin, A. J., Nejad, H. G., Colmar, S., & Liem, G. (2013). Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *Journal of Educational Psychology*, 105(3), 728-746. doi:10.1037/a0032794
- Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. *Journal of Management and Social Sciences*, 3(1), 47-55.
- Michielle, S. F., Robert, J. V., & Frederic, G. (1995). Academic Motivation and School Performance: Towards a Structured Model. *Contemporary Educational Psychology*, 20, 257-274. Retrieved from <https://lrcs.uqam.ca/wp-content/uploads/2017/04/Academic-motivation-and-school-performance.pdf>
- Riggio, E. R., & Reichard, J. R. (2008). The emotional and social intelligences of effective leadership: An emotional and social skill approach. *Journal of Managerial Psychology*, 23(2), 169-185. doi:10.1108/02683940810850808
- Rubin, K. H., Coplan, R. J., Fox, N. A., & Calkins, S. D. (1995). Emotionality, emotion regulation, and preschoolers' social adaptation. *Emotions in Developmental Psychopathology*, 7(1), 49-62. doi:10.1017/S0954579400006337

- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. Retrieved from <http://psycnet.apa.org/buy/2000-13324-007>
- Scholaro, p. (2018). Education system in Pakistan. Retrieved from <https://www.scholaro.com/pro/Countries/Pakistan/Education-System>
- Schweitzer, R., & Mc Kenzie, K. (2010). Who Succeeds at University? Factors predicting academic performance in first year Australian university students. *Higher Education Research & Development*, 20(1), 21-33. doi:10.1080/07924360120043621
- Shaikh, M. A. (2018). Equivalence of 'O' & 'A' level with SSC & HSSC in Pakistan. Sindh Board of Technical Education, Karachi. Retrieved from <https://www.sbte.edu.pk/wp-content/uploads/2018/06/Cambridge-Report-13-14Feb2018.pdf>
- Shujja, S., Malik, F., & Khan, N. (2015). Social Competence Scale for Adolescents (SCSA): Development and validation within cultural perspective. *Journal of Behavioural Sciences*, 25(1), 59-77. Retrieved from [psycnet.apa.org/record/2015-29715-004](http://psycnet.apa.org/record/2015-29715-004)
- Steinmayr, R., Meißner, A., Weidinger, A. F., & Wirthwein, L. (2014). Academic Achievement. *Education*. doi:10.1093/obo/9780199756810-0108
- Tavani, C. M., & Losh, S. C. (2003). Motivation, self-confidence, and expectations as predictors of the academic performances among our high school students. *Child Study Journal*, 33(3), 141-151. Retrieved from <https://psycnet.apa.org/record/2004-95117-001>
- Topping, K., Bremner, W., & Holmes, E. (2000). Social competence: The social construction of the concept. In I. R. Bar-On, & J. D. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 28-39). San Francisco, CA, US: Jossey-Bass.
- Torres, J. B. (2001). Role of self-efficacy, stress, social integration, and family support in Latino college student persistence and health. *Journal of Vocational Behavior*, 59(1), 53-63.
- Utvær, B. S., & Haugan, G. (2016). The Academic Motivation Scale: Dimensionality, Reliability, and Construct Validity among Vocational Students. *Nordic Journal of Vocational Education and Training*, 6(2), 17-45. doi:10.3384/njvet.2242-458X.166217
- Vallerrand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and A motivation in Education. *Educational and Psychological Measurement*, 52(4), 1003-1017. doi:10.1177%2F0013164492052004025
- Wentzel, K. R. (1991). Social Competence at School: Relation between Social Responsibility and Academic Achievement. *Review of Educational Research*, 61(1), 1-24. doi:10.3102%2F00346543061001001
- Wigfield, K. R. (1998, June). Academic and Social Motivational Influences on Students' Academic Performance. *Spinger Link*, 10(2), 155-175. doi:10.1023/A:1022137619834
- Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting. *American Educational Research Journal*, 29(3), 663-676. doi:10.3102%2F00028312029003663
- Zins, J., Weissbert, R., Wang, M., & Walberg, H. (2004). *Building academic success on social and emotional learning: what does the research say?* New York, NY: Teachers College Press.
- Zsolnai, A. (2002). Relationship Between Children's Social Competence, Learning Motivation and School Achievement. *Educational Psychology*, 22(3), 317-329. doi:10.1080/01443410220138548

## Prospects and Challenges of Bilingual Education in the Light of Pakistan's Language Policy

Lutif Ali Halo<sup>1</sup>

<sup>1</sup>University of Sindh

Corresponding author's email: Lutif.halo@usindh.edu.pk

### Abstract

This research study explores prospects and challenges of bilingual education in the light of language policy of Pakistan. It directs the scholars and policymakers to revisit the notion of language and norms of traditional bilingual education. However, the researcher brings in light that translanguaging as a particular model facilitates for understanding dynamic multilingualism to promote social justice to languages and their speakers. The implementation of this model is viable in both theory and practice. The issue of monoglossic model of bilingual education in Pakistan is yet to be dealt with. Moreover, the researcher employed qualitative empirical method and used secondary data from previous studies to investigate the problem. Additionally, the findings reveal that the subtractive language policy, linguistic hegemony, politicians' monolingual politics are challenges to the dynamic bilingual education. On the other hand, multilingual reality and its practice, speakers' multilingual repertoire, transcultural interaction of students are important prospects of dynamic bilingual education policy in Pakistan. The study also highlights the research gap in Pakistani bilingual classrooms from the latest approach of translanguaging and dynamic model of bilingualism which can direct a multilingual language policy of Pakistan.

**Keywords:** *Bilingualism, Bilingual education, Language policy, Translanguaging.*

### 1. Introduction

This researcher paper is motivated from the realistic advantages that dynamic bilingual education model of translanguaging proposed for the multilingual societies. Instructions in bilingual mode will benefit classrooms of Pakistan (Raja, 2014). Moreover, research questions of this study are very important as they inquire to deal with the prospects of bilingual education in Pakistan. Along with it, this research work will encourage research scholars and policy makers to establish dynamic translanguaging bilingual viewpoint for studying the classroom instructions and provide hopes for better language policy. Accordingly, this kind of bilingual policy would boost linguistic performance and socio-cognitive approach of students through translanguaging and multimodalities. Moreover, through translanguaging the dynamic model of bilingual education will enhance the multilingual literacy of students. Additionally, the educational, social gaps between upper and lower class will also reduce if dynamic bilingual education policy is employed positively.

In the arena of educational linguistics and applied linguistics, a lot of researchers will seek help from this study to carry out classroom-based research in bilingual mode of instruction which regrettably lacks in Pakistan (Jabeen, 2010). The bilingual educational models like subtractive bilingualism, additive bilingualism, and recursive bilingualism are not enough to reveal the complex bilingual competence and needs of multilingual societies of the 21st century (Garcia, 2009). In this century, a supplementary heteroglossic notion of bilingual education is much required that can struggle with the expected changes (Garcia, 2009 pg. 180-181). Bilingual education is not linear as it seems, but it is quite dynamic in nature, because it establishes and operates in different situations. In the dynamic model of bilingual education, the categorization of languages as L1 and L2 are no longer helpful. The growing globalization is disregarding the traditional categories (Garcia, 2009). The aforementioned model of bilingual education grips several linguistic practices and regulates the multilingual, multimodal terrain of the communicative act (Garcia, 2009). In the same way, Pakistan highly needs the dynamic, bilingual education system that can facilitate pedagogical process on unusual layers of multimodalities, like text, visuals, printing etc. Furthermore, it dynamically facilitates the individual learners to employ multilingual, complex communicative acts which are not allowed by linear models of bilingual education (Garcia, 2009). Therefore, Pakistan needs dynamic bilingual education policy for making teaching effective through multimodalities and multi-languages' translanguaging practices.



Language policymakers have always neglected the multilingual society and bilingual education in Pakistan since 1947. According to some researches (Channa, et. al, 2016), the subtractive policy of bilingual education, that marginalize local/mother languages, is deficiently crashing socio-cognitive and linguistic performance of Pakistani students. Some effective measures have been taken to promote the linear models of bilingual education. Such models of bilingual education either severely part or flexibly attach the organization of English or Urdu language as medium of instruction. Language policy and planning of Pakistan downgrade dynamic bilingual education which promotes multimodal and multi-lingual instructions. If students do not get education through multimodalities and translanguaging, they will become more debarred eventually, leading to an attrition of linguistic diversity and upholding of socio-economic inequality in Pakistan. This problem, if addressed through dynamic bilingual education, will definitely assist various educational and political advantages for Pakistan.

### **1.1. Statement of the problem**

Bilingual education is generally viewed as the use of two separate, autonomous languages which are the medium of instruction (MOI) for educational goals and gains. An individual using two languages is referred to as bilingual. Bilingual education has conventionally been labeled for education given in two languages to minorities for their linguistic competence and proficiency in the language of power (Baker, 2011). Pakistan has been addressing the issue of bilingual education since its birth in 1947. Various education commissions, plans and language polices have been designed to accomplish educational aims but the objectives have remained unachieved so far. The educational policy of Pakistan is different from the realities on the ground. At the macro level, education policy of Pakistan is designed to promote English and Urdu only, but at the micro level or in classrooms bilingual, multilingual or translanguaging practices are the realities. The policy is not in sync with the multilingual and multicultural reality of everyday classroom life. Therefore, this paper studies the issue of bilingual education in regard to the language policy of Pakistan and multilingual practices on the ground that need to be addressed for a successful bilingual education policy.

### **1.2. Background of the Study**

Pakistan is a plural society with immense linguistic, cultural and ethnic diversity where more than 64 languages are spoken nationally and locally (Rahman, 2004). Urdu was declared as a national language of Pakistan right after its birth. Ignoring the linguistic diversity, consistent conscious steps were taken to bring Urdu forth as an official language in the place of English. Owing to these languages imposed from above for political and ideological purposes, the diverse reality of the society suffered at length that ultimately influenced the education of Pakistan. UNESCO conducted a worldwide survey of language education in 1951 and urged governments to take every possible step to promote the use of mother tongue in education while ignoring the prejudices against it (Eastman, 1983), yet the education in mother tongue is entirely ignored and treated as nonessential in Pakistan. In order to form a Pakistani identity while merging the diversity in one nation as Muslim and one language as Urdu, the social, cultural, ethnic and linguistic diversity was sabotaged under the hegemony of monoglossic ideology. According to Census 2017 mother tongue data, Punjabi is spoken 38.78%, Pashto 18.24%, Sindhi 14.57%, Seraiki 12.19%, Urdu 7.08%, Balochi 3.57%, Hindko 2.24%, Brohi 1.24% in Pakistan. Every education policy has been strengthening Urdu and English since the establishment of the Advisory Board of Education in 1948 to the pro-English policy of Ayub Khan; from Z. A Bhutto who gave constitutional recognition to the Urdu along with English as official languages to the Islamization and Urduization policy of General Zia ul Haq with the establishment of the National Language Authority in 1979. The government of Nawaz Sharif did not pay much attention to the issue of language-in-education, but it rather focused on reforming the education structure on the principles of Islam, thus promoting Urdu as an ideologue of Islam. Benazir made an option for using English as a medium of instruction in all subjects from class 1 to higher education for the economic development of the country and gave additional status to Urdu as the national language. General Parvez Musharraf promoted Urdu in state governments and English for economic development (Dilpul, Gill, Azam & Kasuar, 2015). Urdu became the privileged language of Pakistan for political and ideological reasons that aimed to unite the multilingual diversity into monolingual enterprise. However, many English medium schools worked to maintain colonial legacy for elite class to acquire high posts.

This venture of language-in-education division further segregated the educational system and affected the outlook of people towards language and education. It led to divisions on every educational level between national language and English medium schools, between the government school system and the private school system which was also divided into lower class and elite class. It created two different classes: first to reach on high posts and rule and second to serve and be ruled. The schools are out of resources and trained teachers. The result of the language testing system proves that government and private school teachers need proper training in their subjects (PEELI, 2013).



English is treated a second language in Pakistan that needs multilingual language policy keeping in view the linguistic diversity and bilingual education perspective that should meet the needs of the 21<sup>st</sup> century. Appropriate language policy is required for bilingual education policy in a multilingual society.

## 2. The Review of Bilingual Education

The term bilingual education refers to the education of those students who speak two languages, and sometimes the term is used for students learning additional languages (Baker, 1998). Some students learn additional languages and already speak the majority languages dominated in their society; sometimes they are native speakers or part of minoritized communities or a member of the majority community to learn an additional or dominant language at school.

Bilingual education does not focus only on learning additional languages, but it also helps students to be responsible citizens locally and globally as they encounter various cultures beyond their cultural borders where traditional education functions (Garcia, 2011). It aims to impart equal and meaningful education to various tribes and cultures across the globe especially in Africa and Asia. Many of the bilingual education policies are either subtractive or additive, these reductive perspective views two languages as 'two wheels or two eyes' (Baker, 2001) and thus becomes monoglossic vision of language(s).

Mehboob and Jain (2017) argue that Pakistan lacks official documentation of language policy which could address the implications for language-in-education. Since most of the government and private schools are directed to use Urdu and English as the medium of instructions (MOI), the mother tongue and regional languages of the students suffer. In the lack of any proper official language-in-education policy, teachers do not have proper training and guidelines in the directed medium of instruction therefore they use the local languages in their classrooms (Coleman & Capstick, 2012).

Raja (2014) conducted a study on the importance of bilingual education in primary schools of Pakistan. According to him, Urdu and English are used as medium of instruction for the students who come from various ethnic and linguistic backgrounds. For them, Urdu or English is either second language or third language respectively. He suggests a sort of additive bilingual education policy as a solution to address the marginalized languages of the students. Similarly, Channa, Memon and Memon (2016) proposed an additive bilingual solution to the problem of medium of instruction in Pakistan. They recommend on adding the mother tongue in education as medium of instruction that helps to develop cognitive and social abilities. However, the additive bilingual model is the monolingual norm of bilingualism that presents each language as a separate autonomous system which does not address the need of bilingualism in 21st century.

Different scholars and researchers have viewed bilingualism from a monolingual perspective which calculates languages as one plus one two. The need of the hour is to look at language from the perspective of the language users than the language itself. The subtractive, additive and recursive bilingualisms are insufficient to highlight the complexity of bilingual competence in 21st century, as these conceptions view bilingualism as linear, but it is rather dynamic and should be looked from heteroglossic perspective (Garcia, 2011).

### 2.1. Research Questions

Following are the research questions that guide this study.

- Q1: How have the scholars and policymakers engaged so far with the question of bilingual education in Pakistan?
- Q2: What is the possible way to create harmony between monolingual language policy and multilingual practices in bilingual classrooms of Pakistan?

## 3. Methodology

The researcher used the desk review qualitative pattern for the collection and analysis of the data. The researcher samples the secondary data from previous studies that guide the analysis of the study. The secondary data analysis is used to re-analyze the research data that is already analyzed. Hakim (1982) defines secondary data analysis as an additional investigation of the already researched data to present interpretations, results or information that adds to or differs from those found in the first report on the investigation.

This sampling and methodological technique is justified on the grounds that the sources of information for desk review are already identified and the focus then lies on qualitative elements of bilingual education challenges in the light of language-in-education policy of Pakistan. The researcher proposes a new framework for analyzing previous data and constitutes it as justification for desk review.

### **3.1. Theoretical Framework**

This study conceptualizes around translanguaging as an emerging debate in language and bilingual education. Translanguaging is an approach to bilingualism that is based on the multilingual and multimodal discourse practices of bilinguals (Poza, 2017). These practices are not seen as novel, but as the common practice of communication around the globe. Unlike, structuralist and mentalist approaches to language, translanguaging points to a trans-semiotic system that has different signs mainly linguistic that join together to form a semiotic and linguistic repertoire of speakers. Translanguaging does not view languaging of bilinguals as two independent languages in education, but it takes translanguaging as a discursive practice where bilinguals make sense of their bilingual world (Garcia & Wei, 2014).

Translanguaging liberates and gives voice to those languages which are marginalized and kept away from discursive practices under monolingual hegemony. It encourages the use of mother tongue/local/common/regional languages in education that helps in developing critical and cognitive skills of bilinguals. This approach goes beyond translation and code-switching which believe in independence of languages as autonomous with different grammatical patterns and, ultimately, fall in the monolingual notion of language.

## **4. Discussion**

### **4.1. Political Influence**

After the analysis of the data, many challenges and facts regarding language and bilingual education policy in Pakistan have come to the light. It is found that Pakistan is a multilingual country with the monolingual education policy that is also used as a tool for marginalization of linguistic diversity. It suppresses the linguistic diversity for Islamic ideological posture and follows the notion of one-state one-language. Pakistan's bilingual education policy promotes Urdu as a national and academic language and adopts English as a colonial legacy for socioeconomic development in the wake of globalization and neo-liberalism that has become a main hurdle in the implementation of bilingual policy. It serves as the state's main excuse for continuing with monoglossic education policy at the exploitation of multilingual regions and groups (Rahman, 2004).

### **4.2. Monolingual Policy and Multilingual Practices**

It was also found that some scholars merely supported bilingual education (Raja, 2014), some have argued against subtractive bilingualism (Huizinga, 1994), (Rahman, 2003), (Mansoor, 2004), (Zaidi & Zaki, 2017) others have supported additive bilingualism for bilingual education policy in Pakistan (Karim & Haq, 2013), (Channa, Memon & Memon, 2016), (Manan, Dumanig & David, 2017). These types of bilingualisms have also monoglossic view about language. They see bilingual education as education within two autonomous languages and support either the inclusion of the mother tongue or the exclusion of it from education. They ignore the reality that bilinguals have their multilingual and multimodal linguistic repertoire which they use for communication. Such dynamic system of languaging is common in everyday life and also in bilingual classrooms where local languages are frequently spoken. There is lack of studies to suggest that students, irrespective of their age, gender, social and political background, engage in plurilingual codes in their classrooms (Ashraf, 2018). Therefore, the challenges are to conduct studies about bilingual classroom linguistic practices and create accordance between the policy (that is English, Urdu/ a monolingual convention) and multilingual practices of people in everyday context.

### **4.3. Translanguaging as a way of Life**

Moreover, the study found that the linguistic landscape of Pakistan also proposes translanguaging practices (Ashraf, 2018). There are many sign boards, bill boards, advertisements etc that does not use only linguistic signs but they employ multimodal and multilingual trans-semiotic signs to communicate to the viewers (Gorter & Cenoz, 2015), (Shah, Pillai & Sinayah, 2019). There are various shops and shopping malls and daily text messages through smart phone and social networking sites show that the scripts of Urdu or any other local language is used for English and vice versa.

## 5. Conclusion

Lastly, the current paper deals with a suggestion to make the dynamic, bilingual education policy. The scrutiny of secondary data clearly exposes that the dynamic, bilingual education can improve socio-cognition and linguistic performance of students and can provide social equality and justice to the other local languages. Moreover, it also has the potential of resolving language problems of Pakistan as it has worked out for the language problems of other countries. Though there are various challenges to the dynamic bilingual education and political influence is the major one, but there are prospects that ensure the enforcement of bilingual instruction policy in Pakistan. Moreover, the researcher collected data from the previous studies through desk review and thus contributed to the field of bilingual education and policy planning on the new emerging model in bilingual education. This research paper is important as it will facilitate policymakers and policy planners to recognize the advantages of the dynamic bilingual education policy to be implemented in Pakistan. Likewise, this research will also set the way for applied linguists to do more investigation in the field of the bilingual education through diverse research designs.

## 6. Recommendations and a Way Forward

The political monolingual hegemony of English and Urdu on the multilingual diversity of Pakistan can only be challenged through demystifying the political hegemony and through framing a new education policy that correspondence to the cultural and linguistic diversity in the country. A multilingual language-in-education policy should resist the monolingual hegemony to pave the way forward to a proper and successful bilingual education in Pakistan. At the micro-level, a multilingual education policy should be implemented at all the levels of education right from the primary up to higher education. It is not a unique choice that is proposed here; according to UNESCO (2003), many countries of the world adapt multilingual education policy as multilingualism is their way of life than a problem to be addressed. They adapt complex realities in terms of learners' needs in education policy with the connection to their cultural, social and political order. Therefore, Pakistan should also implement a multilingual education policy to address the challenges of bilingual education.

Scholars, educators, language policy makers and language teachers should rethink about the notion of language and bilingual education, as language does not come in terms of either and or, it is both the medium and the subject taught at bilingual schools. Languages do not structure themselves, but they are shaped within social practices. Bilingual education engages educating only in languages of prestige and power. Therefore, it is important to be aware of the reasons behind power that certain languages have acquired. Scholars should question the particular linguistic codes and their standardization for academic purposes and support the fluid ways in which children involve their language practices today (Garcia 2011). There is more complexity in heterogeneous language practices of students in the classroom than merely one or two languages that bilingual schools teach in isolation which students rarely use at home.

The existing understanding of language was developed by states that yearned to secure their political power by ascertaining grammars, dictionaries, language academies to standardize particular varieties of languages (Makoni and Pennycook, 2007). State is commonly associated with a single language: Spanish is spoken in Spain, Swedish in Sweden, and Italian in Italy etc. Since the multilingualism has become a common practice around the world, it has questioned the notion of one state one language. Grimes (2000) investigated and listed that there are 6,809 languages in 200 countries.

As argued above globalization has strengthened the use of English all over the world, but simultaneously globalization has developed a consciousness that languages are not confined within nation borders, they are rather the part of the lives of people who speak different languages in different geographies internationally. Mobile phones, the internet and various social media networks have made a way to communicate across state borders. People do not communicate through different languages there but they use different modalities that include audio, video and organized semiotic systems that represent time and space like gifs, emoticons and memes. This proves that today our daily contacts are bilingual by nature which scholars and policy makers have to rethink in the context of Pakistan to develop a proper bilingual education policy.

Studies on the language use in the classroom suggest many teachers use local languages in their classrooms (Coleman & Capstick, 2012); however, they are not trained for using those languages for pedagogy purposes. In the context of Pakistan, there is lack of research from the perspectives of new debates in language learning and bilingual education. Pakistani scholars should conduct studies from translanguaging perspective on the dynamic linguistic practices for pedagogy in Pakistani bilingual classrooms.

Translanguaging is an opportunity for so-called minority languages to flourish and develop. It enriches our understanding of the language itself. Traditionally, language has been seen as a grammatical structure

detached from the society. Language is seen independent standing on its own. The identity of speakers is associated with the language they speak. Current debates in bilingual education from the perspective of the translanguaging urge to view language from the perspective of its speakers.

The aforementioned findings suggest that despite monolingual education policy, the reality on the ground is multilingual. Speakers communicate through their developing language repertoire and are unaware of the conscious classification and distinction of lexical or syntactic differences as usually attached to any language with a name. Speakers do not use purely Urdu or English or Sindh, as a traditional view of language classifies with names, but their communicative practices are multilingual and multimodal. The monolingual language policy and monoglossic bilingual education policy do not harmonize with the translanguaging discursive practices on the ground. Therefore, policy makers should create a bridge between the language policy and multilingual discursive practices in order to develop a successful bilingual education policy.

## 7. REFERENCES

- Ashraf, H. (2018). Translingual practices and monoglot policy aspirations: a case study of Pakistan's plurilingual classrooms. *Current Issues in Language Planning*, 19(1), 1-21.
- Baker, C., and Prys Jones, S. (1998). *Encyclopedia of Bilingualism and Bilingual Education*. Multilingual Matters, Clevedon.
- Baker, C., and Hornberger, N. (eds.) (2001). *An Introductory Reader to the Writings of Jim Cummins*. Multilingual Matters, Clevedon.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
- Census 2017 language data. (2018, May 28). Retrieved May 8, 2020, from <https://defence.pk/pdf/threads/census-2017-language-data.560777/>
- Channa, Khalid H., and Shumaila Memon. "MEDIUM OF INSTRUCTION AND BILINGUAL EDUCATION: A STUDY OF CHALLENGES AND OPPORTUNITIES." Academia.edu - Share Research, Grassroots, 2016, [www.academia.edu/29159711/MEDIUM\\_OF\\_INSTRUCTIONAND\\_BILINGUAL\\_EDUCATION\\_A\\_STUDY\\_OF\\_CHALLENGES\\_AND\\_OPPORTUNITIES](http://www.academia.edu/29159711/MEDIUM_OF_INSTRUCTIONAND_BILINGUAL_EDUCATION_A_STUDY_OF_CHALLENGES_AND_OPPORTUNITIES)
- Coleman, H., & Capstick, T. (2012). *Language in education in Pakistan: Recommendations for policy and practice*. Islamabad: British Council.
- Channa, K. H., Memon, S., & Memon, R. A. (2016). *Medium Of Instruction And Bilingual Education: A Study Of Challenges And Opportunities*. Grassroots, 50(1).
- Dilpul, N., Gill, M., Aziz, S., Azam, S., & Kasuar, S. LANGUAGE PLANNING AND LANGUAGE POLICY DILEMMA IN PAKISTAN.
- Eastman, C. M., *Language Planning: An Introduction*. (San Francisco: Chandler and Sharp, 1983).
- García, Ofelia. *Bilingual Education in the 21st Century: A Global Perspective*. John Wiley & Sons, 2009, pp. 180-181 (mobile version).
- García, O. (2011). *Bilingual education in the 21st century: A global perspective*. John Wiley & Sons.
- García, O., & Wei, L. (2014). Translanguaging and education. In *Translanguaging: Language, bilingualism and education* (pp. 63-77). Palgrave Macmillan, London.
- Gorter, D., & Cenoz, J. (2015). Translanguaging and linguistic landscapes. *Linguistic landscape*, 1(1-2), 54-74.
- Grimes, B.F. (2000). *Ethnologue – Languages of the World*. SIL International, Dallas, TX. 14th edn., 2 vols. Available at [www.ethnologue.com](http://www.ethnologue.com).
- Hakim, C. (1982), Secondary analysis and the relationship between official and academic social research, *Sociology*, 16(1), 12–28.
- Huizinga, M. W. (1994). Multilanguage policy and education in Balochistan (Pakistan). *Language Problems and Language Planning*, 18(1), 47-57.
- Jabeen, S. "Google Scholar." Google Scholar, 2010, [scholar.google.com/scholar\\_lookup? title=Research %20in% 20bilingualism%3A%20A%20dilemma%21&author=S.%20Jabeen&journal=Explorations&volume=21&pages=67-79&publication\\_year=2010](https://scholar.google.com/scholar_lookup?title=Research%20in%20bilingualism%3A%20A%20dilemma%21&author=S.%20Jabeen&journal=Explorations&volume=21&pages=67-79&publication_year=2010).
- Karim, S., & Haq, N. (2013). THE TENDENCY OF LANGUAGE MAINTENANCE/SHIFT IN PAKISTANI IMMIGRANTS TO NEW ZEALAND: AN INDIVIDUAL'S PERSPECTIVE. *Kashmir Journal of Language Research*, 16(1).

- Mahboob, A., & Jain, R. (2017). Bilingual education in India and Pakistan. *Bilingual and multilingual education*, 233.
- Makoni, S., and Pennycook, A. (2007). *Disinventing and Reconstituting Languages*. Multilingual Matters, Clevedon.
- Manan, S. A., Dumanig, F. P., & David, M. K. (2017). The English-medium fever in Pakistan: Analyzing policy, perceptions and practices through additive bi/multilingual education lens. *International Journal of Bilingual Education and Bilingualism*, 20(6), 736-752.
- Mansoor, S. (2004). The status and role of regional languages in higher education in Pakistan. *Journal of Multilingual and Multicultural Development*, 25(4), 333-353.
- Poza, L. (2017). Translanguaging: Definitions, implications, and further needs in burgeoning inquiry. *Berkeley Review of Education*, 6(2).
- Punjab Education and English Language Initiative Project, PEELI Report. (British Council, 2013).
- Rahman, T., 'Language Policy and Localization in Pakistan: Proposal for a Paradigmatic Shift'. In SCALLA Conference on Computational Linguistics Vol. 99, (January 2004).
- Rahman, T. (2003). Language policy, multilingualism and language vitality in Pakistan. *Lesser-Known Languages of South Asia: Status and Policies, Case Studies, and Applications of Information Technology*, 73-104.
- Raja, F. U. (2014). Bilingual Education System at Primary Levels of Pakistan. *Journal of Research (humanities)*, 77-99
- Shah, M., Pillai, S., & Sinayah, M. (2019). Translanguaging in an academic setting. *Lingua*, 225, 16-31.
- UNESCO (United Nations Educational, Scientific and Cultural Organisation). 2003. *Education in a multilingual world*. Education Sector Position Paper. Paris: UNESCO.
- Zaidi, S. B., & Zaki, S. (2017). English language in Pakistan: Expansion and resulting implications. *Journal of Education & Social Sciences*, 5(1), 52-67.

# Factors Influencing Continuous Professional Development of Teacher at University Level

Sana Mairaj Bugti<sup>1</sup>, Muhammad Umair<sup>2</sup>, Rukshinda Basharat<sup>3</sup>

<sup>1</sup>Department of Education, Iqra University Karachi

Corresponding author's email: sana.bugti45@gmail.com

## Abstract

This study intends to find how time, funding and head influence impact on continuous professional development of university teachers. Purposive sampling (non-probability) was used for the study and survey method was adopted. The data was collected from 225 respondents and questionnaire is used as data collection instrument and respondents belongs to a public university Shah Abdul Latif University, Khairpur Mirs' which is located in Sindh province. For hypothesis testing, structural regression model was selected. IBM SPSS is the tool we used to analyze the collected data and applied tests like Exploratory Factor Analysis (EFA) and multiple regression and AMOS is used to check Confirmatory Factor Analysis (CFA). Overall results provided the evidence that time and funding does not influence on Continuous Professional Development of university teachers while head influence significantly effecting on it. Continuous Professional Development (CPD) enhance competencies and skills of teachers that ensure the quality education therefore it is the demand of the age. This study provides an exclusive viewpoint of university teachers regarding factors influencing on continuous professional development.

**Keywords:** *Continuous Professional Development, Professional Development, CPD Factors, Time, Funding, Head Influence, Professional Activities.*

## 1. Introduction

The main element for any society is to prepare the well-educated people who are skilled enough to engage in global competition. One of the key aspect in educational process is the development of high quality teachers (Seferoglu, 2007; Borko, 2004). Porter, Birman, Garet and Desimone, (2000) add that professional development activities are important to prepare such high quality educators and also helps in improving the quality education of institution (Borko, 2004). Bredson, (2003) portrayed the same thoughts that educators' reflective and creative skills are enhanced through CPD trainings.

Professional Development is infinite upgradation to support and boost up professional competencies, skills and practices. Continuous Professional Development (CPD) is assurance of progressing, continuing and expansion of specific skills required for quality education. Day (1993), Showers and Joyce (1995), Hirsch and Sparks (1997), Gaunt (1997) and Hewson, Loucks-Horsley, Stiles and Love (1998) presented their viewpoint by indicating that to be successful for implementing different reforms in educational system and focusing on students' learning teacher needs to be professionally skilled. While Bredeson and Scibner, (2000) indicated time, resources and support of different individuals as crucial factors for professional development practices. The lack of any of above factors affect learning activities and provision of these all foster and flourish knowledge in professional practices.

In Pakistan, almost all teachers at primary, secondary and high school level have to attain pre-service or in-service teacher's professional development program but at university level there is no condition of any professional training to get the job. On the other hand, for in-service teachers there is no any proper framework for professional development activities in university context. Considering the current factual condition this research intends to determine the factors influencing continuous professional development (CPD) of university teachers.

## 2. Literature Review

Professional development programs enhance teachers' competencies and enable them to be a helping hand for new ones (Porter, Birman, Garet & Desimone 2000). Similarly, many of the researchers (Gless & Moir, 2001; Dikici & Boydak, 2001; jonson, 2002; Yoon, Garet, Birman, Porter & Desimone, 2002; Kartz &

Carver, 2004; Talbert & McLaughlin, 2006) asserted that teachers' performance is positively affected by high quality professional development activities within or beyond the institute. On the other hand Hirsch and Sparks (1997) talked about the policy makers and practitioners and mentioned that both are focusing on teacher's professional development. Bredeson, (2002) provided evidence in his study about policy statements, research reports and legislative mandates in United States and Europe to support the crucial role of continuous professional development programs for enhancement of teachers' competencies. CPD also helps to improve the inappropriate behaviour and attitude of the teachers (Le Metais, 1997) and also enhance their abilities to successfully implement the reforms (Bredeson, 2003). Hence, updated subject matter knowledge and skills are crucial for the educators to integrate current knowledge with the prior professional practices by attending different continuous professional development programs and actively participating in professional activities. Moreover, Bredeson and Scibner (2000) asserted that different factors i.e. time, resources and support of head of institute play vital role for accomplishment of all professional development activities.

In conducting this research, the researcher therefore addressed the questions; what are the factors that influence the CPD of university teachers? For instance, how do time, funding and head of department influence participation of educators in professional development programs? However, this study focused to explore the factors that influence university teachers' participation in professional development programs.

### **2.1. Development of Hypothesis**

**Time:** Time is considered as first and foremost factor as found by Lohman (2006), affecting continuous professional developing of teachers. Nowadays, teachers' workload and responsibilities are increased other than to teach the students. It indicates that the educators have very limited time to take part in continuous professional development practices due to spending all their time on teaching related tasks (Vaughn, Arguelles, Hughes & Klinger, 1999; Hodkinson & Hodkinson, 2005). Many of the studies have clearly shown that the most influential component which affects teachers' participation in continuous professional development trainings is time (Demirtas, 2010; Visser et al., 2010; Haudenschild & Yamagata-Lynch, 2009; Easton, 2008; Rogers et al., 2007; Scribner & Sandholtz, 2006; Lindsay, Muijs & Goodall, 2005; Klinger, 2004; Cook & Collinson, 2004; Guskey, 2003; Kwakman, 2003; Richardson, 2003; Nijhof, Nieuwenhuis & Van woerkom, 2002; Hirsh & Harris, 2001; Collinson, 2000; Guskey, 1999, Akkoyunlu & Orhan, 1999; Zeuli & Thompson, 1999; Klingner et al., 1999; Richardson, 1997; Noden & Moss, 1994; Castle & Watts, 1993; Rosenholz, 1989). Similarly, Postholm (2011) illustrated that lack of time is an obstacle for teachers to take part in the programs related to continuous professional development. Valentine (1997) and Schnlan (1986) have also stated that teachers' participation in teaching and teaching related tasks is affected by incapability of time. Moreover, the study of Cook and Collinson (2000) found that the most probable hindrance is shortage of time that causes the low participation of teachers in CPD activities. As the result, the underlying hypothesis is proposed:

H1: *Time influence the teachers' participation in Continuous Professional Development activities.*

**Funding:** Funding refers to financial support and it plays an important role in teachers' participation for continuous professional development activities (Richardson, 1997; Lohman, 2006) rather than only designing and implementing them (Postholm, 2011; Corcoran, 1995). Many of the studies had focused the importance of funding for teachers participation in professional development programs (Birman et al., 2000; Corcoran, 1995; Richardson, 2003; Howey & Hering 1982; Turney & Abadiano, 2004). Valentine (1997) concluded that it affects the decisions of the teachers either to take part in professional development programs or not. Researchers argued that funding is the main component for teachers' motivation to take part in programs of professional development (Shafer, 2009; Easton, 2008). The skills of professional teachers may be funded and teachers are allowed to have the duty leave. It strengthens the participation of teachers in professional development practices (Hodkinson & Hodkinson, 2005). Leonard and Leonard (2003) supported the idea of Hodkinson and Hodkinson (2005) for improving teachers' professional development and asserted that funding is the chief concerned for teachers' professional development activities within and outside the school context. This leads to following hypothesis:

H2: *Funding influence teachers' participation in Continuous Professional Development activities.*

**Head Influence:** Head of institution had an abundant influence on participation of teachers in CPD programs. McLaughlin and Talbert, (2006) portrayed the idea that head is the one who can encourage or discourage the environment of institution for betterment of stakeholders. The crucial role of head of institution for effective school environment is also discerned by Donahoe (1993). Similarly, Wolfson and Payne (2002) affirmed that "As a leader of a learning organization, the principal must motivate teachers to continue to grow professionally throughout their careers". Principals' positive attitude and support influence

the motivation of teachers for their professional growth (Wideen, 1992; Meister 2010). As the result, the underlying hypothesis is proposed:

H3: Head influence impacts teachers' participation in Continuous Professional Development activities.

## 2.2. Theoretical Framework

Theory of Reasoned Action (Ajzen & Fishbein, 1975)

As indicated by Courtney (1992) in literature that the theoretical model for participation of adults in continuous professional development mainly emphasis on sociological and psychological perspectives. On the other hand, Fishbein and Ajzen's employ Reasoned Action theory for sociological and psychological factors together and focus on the influence of societal and individual factors on decision to participate in learning activities (Gibson & Becker, 1998). This theory used frequently in empirical studies having different population and site. This theory state that there are two determinants of individual's intension; personal attitude and social pressure which shapes their behaviour. McCamey (2003) illustrated the theory and specified that to motivate the individual two factors are important 1) his own desires and 2) encouragement by others.

Psychological Interaction Model (Merriam's & Darkenwald, 1982)

External and internal motivators encourage the adults to take part in any activity. As per above mentioned theory the most powerful determinant for adult participatory behaviour is their socioeconomic status (National Center for Education Statistics, 1998). Additionally, Reder, Hart-landsberg and Wikelund, (1992) considered learning press as 'what is known' and emphasized on its importance. Similarly, (national center for education statistics, 1998) explain learning press of a person strengthen the specific behaviour and attitudes towards the importance of adult education. While Merriam and Darkenwald, (1982) identified four types of obstacles that influence the participation of individuals in learning i.e.; institutional, informational, situational and psychological barriers and gave DPS-G (Deterrents of Participation Scale). This scale helps to categories the general factors into six sub-factors i.e. low personal priority, lack of course relevancy, time constraints, lack of confidence, funding, and family, which affect the individuals' participation in learning opportunities.

## 2.3. Conceptual Framework

The conceptual model of current research is constructed on widespread literature review addressing the issue of teachers' participation in CPD (continuous professional development) programs and detects three main determinants taken from both above mentioned theories. First factor is 'time' taken from "Psychosocial Interaction Model by Darkenwald and Marriam's (1982)", second factor 'funding' also associated with from "Psychological Interaction Model by Darkenwald and Merriam's (1982)", while the third factor 'head influence' is linked with "Recruitment Paradigm, The Theory of Reasond Action by Ajzen and ishbein, (1975)". Therefore following hypothesis are formulated and tested how these factors i.e. time, funding and head of department influence participation of teachers in continuous professional development programs.

## 3. Methodology

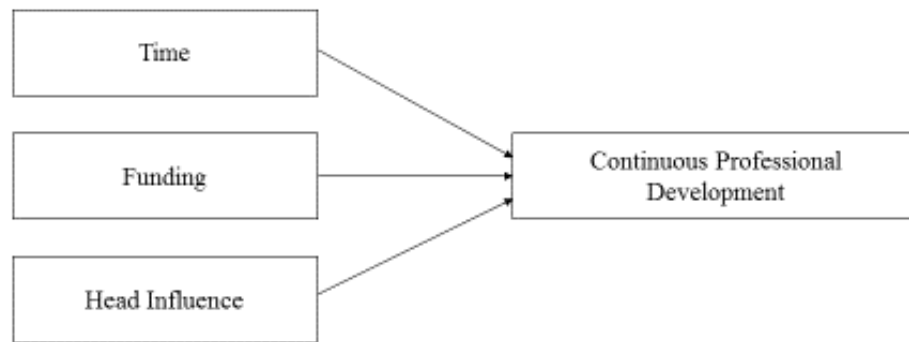
The model to estimate the effect of time, funding and head influence on continuous professional development in parametric form is defined as follows:

$$CPD = \alpha_0 + \beta_1 (T) + \beta_2 (F) + \beta_3 (HI) + \epsilon$$

where T represents Time, F represent Funding, HI represents Head Influence and CPD represents Continuous Professional Development while  $\alpha_0$  represents constant and  $\beta_1$ ,  $\beta_2$  and  $\beta_3$  are coefficients and  $\epsilon$  is error term.

The model is estimated by the data collection through likert scale (5 point) questionnaire varies from "strongly disagree (1)" to "strongly agree (5)" adapted from two sources (Bayar A., 2013; Bugti F., 2018). Responses were individually obtained from 225 university teachers through google form. In questionnaire item 1 to 6 are related to time, from 7 to 11 linked with funding, from 12 to 15 are related to head influence and from 16 to 24 associated with continuous professional development of university teachers.





**Figure No. 1.** Model of study

#### 4. Data Analysis

For data analysis different statistical tests in SPSS software was used to analyze the data.

##### Reliability

Statistical tests of reliability were applied to demonstrate the data reliability. The questionnaire for the study was based on 24 questions (15 questions of independent variables and 9 questions for dependent variable). Reliability test was applied in SPSS and the value of Cronbach's Alpha came out to be 0.932 (i.e.93.2%) which shows that reliability of data is acceptable as per the limitations the value of Cronbach's Alpha should be more than 0.5 (i.e. 50%).

TABLE I. Reliability Statistics

Variable	No. of items	Cronbach's Alpha
Time	6	0.981
Funding	5	0.972
Head Influence	4	0.886
Continuous Professional Development	9	0.974
Overall	24	0.932

The first three variables 'Time', 'Funding' and 'Head Influence' was independent variables of the study having 6, 5 and 4 items, respectively. The value of Alpha for 6 items of time is 0.981, 5 items of Funding is 0.972 and 4 items of Head Influence is 0.886. The fourth variable 'Continuous Professional Development' was only dependent variable of this study. It had 9 items and the value of Alpha of these items is 0.974. The overall reliability of the instrument is 0.932.

##### Factor analysis

The value of KMO is 0.881 ( $> 0.7$ ) which shows that the sample size is adequate for factor analysis. The sample size is significant for factor analysis as the value of significance in Bartlett's test is 0.000.

TABLE II. KMO and Bartlett's Test

<b>Kaiser-Meyer-Olkin Measure of Sample Adequacy.</b>		<b>0.881</b>
	Approx. Chi-Square	8949.987
<b>Bartlett's Test of Sphericity</b>	Df	276
	Sig.	.000

The following rotation component matrix was obtained after applying the test of Factor analysis:

TABLE III. Rotated Components matrix

<b>ITEMS</b>	<b>T</b>	<b>F</b>	<b>HI</b>	<b>CPD</b>
<b>T1</b>	.952			
<b>T2</b>	.947			
<b>T3</b>	.944			
<b>T4</b>	.947			
<b>T5</b>	.946			
<b>T6</b>	.937			
<b>F1</b>		.940		
<b>F2</b>		.945		
<b>F3</b>		.946		
<b>F4</b>		.936		
<b>F5</b>		.913		
<b>HI1</b>			.633	
<b>HI2</b>			.755	
<b>HI3</b>			.799	
<b>HI4</b>			.810	
<b>CPD1</b>				.870
<b>CPD2</b>				.911
<b>CPD3</b>				.890
<b>CPD4</b>				.866
<b>CPD5</b>				.907
<b>CPD6</b>				.857
<b>CPD7</b>				.879
<b>CPD8</b>				.885
<b>CPD9</b>				.861

The rotated component matrix is shown in above table and it illustrate that the highly correlated observed variables are group together and form a latent variable on the basis of value of factor loadings. According to the results, twenty-four observed variables are grouped together into four latent variables.

## Regression Analysis

TABLE IV. Regression Coefficient

Variable	Coefficient	t-stats	Prob.	V.I.F
Constant	11.715	7.102	.000	
Time	.015	.277	.782	1.127
Funding	.063	1.147	.253	1.107
Head Influence	.608	10.535	.000	1.232
Adj. R <sup>2</sup>		0.394		
F-stats		49.554		
(Prob.)		(0.000)		

Table 4 shows variable with their beta value, co-linearity value and significance value. The significance value of time is 0.782 and funding is 0.253 which does not meet the threshold (i.e. < 0.05) so hypothesis one and hypothesis two are not supported. While the significance value of head influence is 0.000 which meet the threshold (i.e. < 0.05) so, hypothesis three was supported, showing that head influence impacts participation of teachers in CPD (continuous professional development) programs. VIF value of all three independent variables is greater than one which shows the clarity in multicollinearity (high correlation between independent variables). The value of adjusted R square is 0.394, showing that 39.4% of the variance in continuous professional development can be predicted from time, funding and head influence. The value of F-stats is 49.55 and is significant indicating that the combination of the predictors significantly predicts continuous professional development. The  $\beta$  value of head influence is more than that of time and funding. By using  $\beta$  value from the above table we can write our equation as:

$$\text{CPD} = 11.715 + 0.015 (T) + 0.063 (F) + 0.608 (HI) + \epsilon$$

### Model fitness and confirmatory factor Analysis

Confirmation and modification of the model is done with analysis of model fitness for validation of dataset used for study. AMOS was used for CFA (confirmatory factor analysis). Figure No. 2 demonstrate the CFA test for all latent variables. All factor loadings were significant and greater than 0.5, indicating strong convergent validity.

Three types of fit measure were used to verify the model's fitness; absolute fit measure that included  $\chi^2$ , RMSEA (Root Mean Square Error of Approximation), GFI (Goodness of fit index); incremental fit measures included AGFI (Adjusted goodness-of-fit index), NFI (Normed fit index), CFI (Comparative fit index), IFI (incremental fit index) and RFI (Relative fit index) and parsimony fit measures that included PNFI (Parsimony normed fit index) and PCFI (Parsimony comparative fit index) (Bollen, 1989; Hair et al., 2010).

Structural model is used to get empirical evidences to verify the relationship of variable hypothesized in the study. Indices of model-fit shows the adequacy and acceptance of current model  $\chi^2/df = 1.874 (<3)$ , RMSEA = 0.062 (<0.08), AGFI = 0.830 (>0.80), NFI = 0.952 (>0.90), CFI = 0.977 (>0.90), IFI = 0.977 (>0.90), RFI = 0.944 (>0.90), PNFI = 0.821 (>0.50) and PCFI = 0.842 (>0.50). These indices have among most frequently used, as they are less affected by sample size (Hair et al., 2010).

The results of path analysis indicated that head influence was positively related with continuous professional development of university teachers ( $p < 0.05$ ). Thus, hypothesis three was accepted. The p value of Time and funding is not meeting the threshold level. So, hypothesis one and two are not supported

## 5. Discussion

Continuous professional development of teachers is a basic element as it enhances their skills, competencies and enables them to be helping hand for other. The research article intends to explore the factors that influence the continuous professional development of the teachers at university level. Time, funding and head influence was considered as independent variables and hypothesizes as influencing teachers' participation in continuous professional development activities. The research result shows that time and funding doesn't influence teachers' participation where as head influence was found significant.

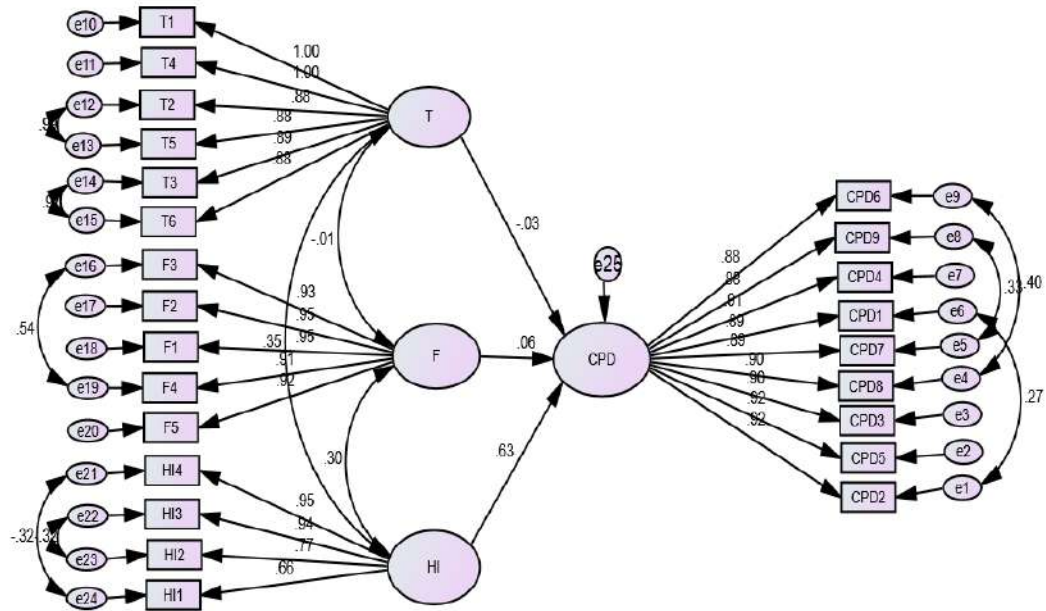


Figure No. 2. Structural Equation Model

The study found that the factor of time means the period spends in teaching learning activities and funding which means the financial support or budget does not affect the participation of university teachers in teachers continuous professional development activities where as the head influence which means the attitude, behaviour, conduct and approach of the head of the institution affects the participation of university teachers in teachers continuous professional development activities.

TABLE V. Goodness of fit indices for structural model

Fit indices	Recommended Level of fit	Model value
<b>Absolute fit measure</b>		
x <sup>2</sup> (chi-square)		446.107
df (degrees of freedom)		228
Chi-square/df (x <sup>2</sup> /df)	<3	1.874
RMSEA (Root Mean Square Error of Approximation)	<0.08	0.062
<b>Incremental fit measures</b>		
AGFI (Adjusted goodness-of-fit index)	>0.80	0.830
NFI (Normed fit index),	>0.90	0.952
CFI (Comparative fit index)	>0.90	0.977
IFI (incremental fit index)	>0.90	0.977
RFI (Relative fit index)	>0.90	0.944
<b>Parsimony fit measures</b>		
PNFI (Parsimony normed fit index)	>0.50	0.821
PCFI (Parsimony comparative fit index)	>0.50	0.842

The test of multiple regression and confirmatory factory analysis supports and provided the evidence that time and funding does not influence on Continuous Professional Development of university teachers while head influence significantly effecting on it. Hence, head of institute play vital role for accomplishment of all professional development activities.

TABLE VI. Regression weights

Path	B	SE	CR	p-value	Results
T→CPD	-0.21	0.042	-0.513	0.608	Not supported
F→CPD	0.048	0.048	1.014	0.311	No supported
H→CPD	0.556	0.058	9.595	***	Supported

Continuous Professional Development (CPD) enhances competencies and skills of teachers that ensure the quality education therefore it is the demand of the age. According to the study by Bayar (2013) time is the most important and positively influencing factor on professional development activities in contrast the study of Lohman (2006) found that the continuous professional developmental activities are less influenced by time factor. Similarly, as per the results of this research the hypothesized statement that time influence the teachers' participation in continuous professional development activities was found insignificant. The second hypothesized statement about funding that it influences the teachers' participation in continuous professional development activities was also found insignificant that funding. Funding refers to financial support (Richardson, 1997). The third hypothesized statement about head influence that it impacts the teachers' participation in continuous professional development activities was found significant. Head of institution had an abundant influence on participation of teachers in CPD programs. McLaughlin and Talbert, (2006) portrayed the idea that head is the one who can encourage or discourage the environment of institution for betterment of stakeholders. The crucial role of head of institution for effective school environment is also discerned by Donahoe (1993). The study of Meister (2010) affirmed that head's positive attitude and support influence the motivation of teachers for their professional growth. Another study by Adu and Okeke (2014) investigated the factors affecting the lecturers' participation in continuing professional development and they found that teachers are more likely to attend the continuous professional development activities of they are well motivated by their head of institution.

Current research is helpful for educators to avail the continuous professional development opportunities as per their convenient times and monetary incentives. This study provides evidence for positive head influence on continuous professional development of teachers. Therefore, it is recommended that head may support and encourage his/her team members to take part in continuous professional development activities. Moreover, this study also provide support to higher educational institutions to organize the continuous professional development programs by considering the external factors i.e. time, funding and head influence for fruitful results

## 6. Conclusion

This study addressed the questions that what are the factors that influence the continuous professional development activities of university teachers? For instance, how do time, funding and head of department influence participation of educators in professional development programs? However, this study focused to explore the factors that influence university teachers' participation in professional development programs. In this study on university teachers, the respondents shows more favorable attitude towards the head influence impact on continuous professional development activities of university teachers with significant value of 0.000 and expressed the less support to the factor of time and funding with an insignificant value of 0.782 and 0.253, respectively. These findings demonstrate the importance of behavior of head that motivates the teachers to be professionally developed. The results also concerning considering the positive perception and attitude of heads' may increase the professional activities of teachers.

## 7. REFERENCES

- Abadiano, H. L. & Turner, J. (2004). Professional staff development: What works? *The NERA Journal*, 40(2), 87-91.
- Ajzen, I. & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice Hall.

- Bayar, A., (2013). Factors affecting teachers' participation in professional development activities in turkey.
- Becker, E. A., & Gibson, C. C. (1998). Fishbein and Ajzen's theory of reasoned action: Accurate prediction of behavioral intentions for enrolling in distance education courses. *Adult Education Quarterly*, 49 (1), 43-55.
- Birman, B., Desimone, Garet, M., & Porter, A. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28–33
- Bollen, K.A. (1989), *Structural Equation with Latent Variables*, John Wiley, New York, NY.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Boydak, O. M., & Dikici, A. (2001). Hizmet içi eğitim programlarının etkililiğinin değerlendirilmesi.[The evaluation of the effectiveness of in-service training programs]. *Firat Üniversitesi Sosyal Bilimler Dergisi*, 11(2), 225-240.
- Bredeson, P. V. (2003). *Designs for learning: A new architecture for professional development in schools*. Thousand Oaks, CA: Corwin Press.
- Bredeson, P. V., Scribner, J. P. (2000). A statewide professional development conference: Useful strategy for learning or inefficient use of resources. *Education Policy Analysis Archives*, 8(13).
- Bugti, F., (2018). The impact of continuous professional development on teachers' competencies at higher education level.
- Carver, C. L. & Katz, D. S. (2004). Teaching at the boundary of acceptable practice: What is a new teacher mentor to do? *Journal of Teacher Education*, 55(5), 449-462.
- Collinson, V. & Cook, T. F. (2000). "I don't have enough time" Teachers' interpretations of time as a key to learning and school change. *Journal of Educational Administration*, 39(3), 266- 281.
- Collinson, V. & Cook, T. F. (2004). Learning to share, sharing to learn: Fostering organizational learning through teachers' dissemination of knowledge. *Journal of Educational Administration*, 42(3), 312-332.
- Corcoran, T. B. (1995). Helping teachers teach well: Transforming professional development. *Consortium for Policy Research in Education*, 1-11.
- Courtney, S. (1992). *Why adults learn. Towards a theory of participation in adult education*. New York: Routledge.
- Darkenwald, G.G. & Merriam, S. B. (1982). *Adult education: Foundations of practice*. New York, NY: Harper and Row.
- Darling-Hammond, L., & Berry, B. (1998). Investing in teaching. Retrieved from Education Week on the Web (May 27).
- Day, C. (1993). The importance of learning biography in supporting teacher development: An empirical study. In C. Day, J. Calderhead, & P. Denicolo (Eds.), *Research on teacher thinking: Understanding professional development*. London: The Falmer Press.
- Demirtas, Z. (2010). Öğretmeni hizmetinde yetistirmenin bir aracı olarak denetim [As a tool for training teacher in-service, supervision]. *Electronic Journal of Social Sciences (Elektronik Sosyal Bilimler Dergisi)*, 9(31), 41-52.
- Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81–112.
- Donahoe, T. (1993). Finding the way: Structure, time, and culture in school improvement. *The Phi Delta Kappan*, 75(4), 298-305.
- Easton, L. B. (2008). From professional development to professional learning. *Phi delta Kappan*, 89(10), 755-761.
- Fishbein & Ajzen (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison, Wesley.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915–945.
- Garet, M. S., Porter, A. C., Desimone, L. D., Birman, B. R., & Yoon, K. S. (2002). What makes professional development effective? Results from a national sample of teachers. *American Educational Research*, 33(4), 915-945.
- Gaunt, D. (1997). Building on the past: new opportunities for the profession. In H. Tomlinson (Ed.), *Managing continuing professional development in schools*. London: Paul Chapman Publishing.
- Guskey, T. R. (1999). Apply time with wisdom. *Journal of Staff Development*. 20(2), 10- 15.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3).
- Guskey, T.R. (2003). What makes professional development effective? *Phi Delta Kappan*, 84( 10), 748-750.

- Hair, J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2010), *Multivariate Data Analysis*, 7th ed., Pearson, NJ.
- Harris, A., Day, C., Goodall, J., Lindsay, G., & Muijs, D. (2005). What different does it make? Evaluating the impacts of continuing professional development in schools.
- Hering, W., & Howey, K. (1982). Research in, on, and by teachers' centers. Occasional Paper No. 10. San Francisco, CA: Teachers' Center Exchange, Far West Laboratory for Educational Research and Development.
- Hirsh, S. (2001). We're growing and changing. *Journal of Staff Development*, 22(3), 255- 258.
- Hodkinson, H. & Hodkinson, P. (2005). Improving schoolteachers' workplace learning. *Research Papers in Education*, 20(2), 109-131.
- Jonson, K. F. (2002). *Being an effective mentor: How to help beginning teachers succeed*. Thousand Oaks, CA: Corwin Press.
- Joyce, B., & Showers, B. (1995). *Student achievement through staff development: Fundamentals of school renewal*. New York: Longman.
- Klingner, J.K., Vaughn, S., Hughes, M.T., & Arguelles, M. E. (1999). Sustaining research-based practices in reading: A 3-year follow-up. *Remedial and Special Education*, 20, 263-274.
- Klingner, J. K. (2004). The science of professional development. *Journal of Learning Disabilities*, 37(3), 248-255.
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education*, 19, 149-170.
- Le Metais, J. (1997). Continuing professional development: The European experience. In H. Tomlinson (Ed.), *Managing continuing professional development in schools*. London: Paul Chapman Publishing.
- Leonard, L. & Leonard, P. (2003). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education (Online)*, 6 (15).
- Lohman, M. C. (2006). Factors influencing teachers' engagement in informal learning activities. *Journal of Workplace Learning*, 18(3), 141-156.
- Loucks-Horsley, S., Hewson, P., Love, N., & Stiles, K. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin.
- McLaughlin MW 1997. Rebuilding teacher professionalism in the United States. In: A Hargreaves, R Evans (Eds.): *Beyond Educational Reform, Bringing Lecturers Back*. Buckingham: Open University Press, pp. 597-604.
- McLaughlin. M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement*. New York: Teacher College Press.
- Meister, D., M. (2010). Experienced secondary teachers' perceptions of engagement and effectiveness: A guide for professional development. *The Qualitative Report*, 15(4), 880- 898.
- Moir, E. & Gless, J. (2001). Quality induction: An investment in teachers. *Teacher Education Quarterly*, 28(1), 109-114. Retrieved February 17, 2010, from ERIC database.
- Moss, B. & Noden, H. (1994). What works for teaches in professional growth and development. *The Reading Teacher*, 47(8), 672-673.
- Orhan, F. & Akkoyunlu, B. (1999). Uzaktan egitim yaklasiminda temel egitim I. kademe ogretmenlerinin video destekli hizmetici egitimi. [Video assisted in-service training program for primary education teachers]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 16-17, 134 – 141.
- Payne, D. & Wolfson, T. (2000). Teacher professional development: The principal's critical role. *NASSO Bulletin*, 84(13), 13-21.
- Postholm, M., B. (2011). A completed research and development work project in school: The teachers' learning and possibilities, premises and challenges for further development. *Teaching and Teacher Education*, 27, 560-568.
- Richard DuFour and Robert Eaker, *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* (Bloomington, Ind.: National Education Service, 1998).
- Richardson, J. (1997). Smart use of time and money enhances professional development. *Journal of Staff Development*, 46-49.
- Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan*, 84(5), 401-406.
- Rogers, M. P., Abell, S., Lannin, J., Wang, C-Y, Musikul, K., Barker, D., & Dingman, S. (2007). Effective professional development in science and mathematics education: Teachers' and facilitators' views. *International Journal of Science and Mathematics Education*, 5, 507-532.
- Rosenholtz, S. (1989). *Teachers' workplace: The social organization of schools*. New York: Longman.
- Sandholtz, J. H. & Scribner, S. P. (2006). The paradox of administrative control in fostering teacher professional development. *Teaching and Teacher Education*, 22, 1104-1117.

- Scanlan, C. L. (1986). Deterrents to participation: An adult education dilemma. Information Series No. 308, ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington DC. (ERIC #ED272768).
- Seferoglu, S. S. (2007). Professional teaching standards: The case of Turkish teacher candidates. *World Applied Science Journal*, 2(4), 412-419.
- Shafer, F. K. (2009). An investigation of selected factors that influence middle-level teachers' professional development choices (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3342322)
- Sparks, D., & Hirsch, S. (1997). A vision for staff development. Alexandria, VA: Association for Supervision and Curriculum Development.
- Thompson, C. L. & Zeuli, J. S. (1999). The frame and the tapestry: Standards-based reform and professional development. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp 341-375). San Francisco: Jossey Bass.
- Valentine, T. (1997). The United States of America: The current predominance of learning for the job. In P. Belanger & S. Valdivielso (Eds.), *The emergence of learning societies: Who participates in adult learning?* (pp. 95-132). Oxford, UK: Pergamon and UNESCO Institute for Education.
- Visser, T.C., Coenders, F. G. M., Terlouw, C., & Pieters, J. M. (2010). Essential characteristics for a professional development program for promoting the implementation of a multidisciplinary science module. *Journal of Science Teacher Education*, 21, 623-642.
- Van Woerkom, M., Nijhof, W. J., & Nieuwenhuis, L.F. M. (2002). Critical reflective working behavior: a survey research. *Journal of European Industrial Training*, 26(8), 375-383.
- Watts, G. D., & Castle, S. (1993). The time dilemma in school restructuring. *Phi Delta Kappan*, 75(4), 306-310.
- Wideen, M. F. (1992). School-based teacher development. In M. Fullan & A. Hargreaves (Eds.), *Teacher development and educational change* (pp. 123-149). London: Falmer Press.
- Wiklund, R. K., Reder, S., & Hart-Landsberg, S. (1992). Expanding theories of adult literacy participation: A literature review. National Center on Adult Literacy.
- Yamagata-Lynch, L. C. & Haudenschild, M. T. (2009). Using activity systems analysis to identify inner contradictions in teacher professional development. *Teaching and Teacher Education*, 25, 507-517.



# Application of Reader Response in Literary Pedagogy: A Case Study of English Literature Classroom at a Public Sector University, Pakistan

Musaib Junejo<sup>1</sup>, Tania Shabir Shaikh<sup>1</sup>

<sup>1</sup>M.Phil. Scholar and Teaching Assistant at University of Sindh Jamshoro  
Corresponding author's email: [musaib.junejo@scholars.usindh.edu.pk](mailto:musaib.junejo@scholars.usindh.edu.pk)

## Abstract

The current study aims to analyze the application of reader response theory in literature classrooms. It focuses on the potential reader response teachers at a public sector university, Pakistan and their questioning practices in classrooms based on Probst's (1994) suggested model. Probst (1994) has given five model generic questions for reader response teachers. For this purpose a sample of three teachers of English Literature has been picked up through non probability purposive sampling method. Data is collected through recorded systematic class observation where focus was on the questions asked by the teachers. Substantial amount of literature related to reader response theory and its application in classroom is also discussed which supports the findings of this research. Through observation of teachers' classes and analysis of data, researchers advocate the use of reader response teaching methods in literature classrooms at university level. The Study further concludes that the types of questions, teachers ask impact hugely the understanding of students. Data indicates that a classroom can only be reader response when students are given space, freedom and are encouraged to discuss and give answers of open ended questions. Study also suggests, teachers' training and academic excellence also affect the degree to which a class can be reader response. So, it is necessary that teachers should be aware of reader response methods and the ways of its application in the classroom.

**Keywords:** *Reader Response; Literary Pedagogy; Literature Classroom.*

## 1. Introduction

Reader response theory RRT emerged in the latter half of the 20th century and since then it has been used by critics to interpret literary texts. The proponents of the theory deny the presence of any central authority in the meaning making process. Instead they encourage multiple interpretations form readers based on their subjective thoughts (Probst, 1994; Rosenblatt, 1994). So, the ideas of lack of central authority and multiple subjective interpretations that RRT focuses on were gaining ground in 1980's. This burgeoning scope and importance inspired educationists and scholars to use it in classrooms as well. In this regard various critics and practitioners came with new techniques for using RRT in literature classrooms. Probst (1994) advocates the use of reader response theory in literature classrooms. His ideas mostly focus on role and position of a teacher. According to Probst (1994), the aim of literature classes is not to develop literary scholars and critics but thinkers that can read and interpret independently. In this regard he devised five model generic questions for the guidance of reader response teachers. These model questions can be helpful in assessing the teachers' questioning practices and strategies in literature classrooms.

Before the emergence of RRT in literary pedagogy, students were rarely asked to bring their personal responses to what they are discussing or writing (Pearson, 2014; Yang, 2002). Probst (1994) puts forward his theory on Reader response criticism in which he gives importance to the transaction between the text and the reader. He emphasized that the transaction with the textual elements and signs stimulate areas of consciousness where the readers' responses are constituted by and constitute reading. While reading a literary text, the transactional process stimulates the life experiences of the readers that are very much influenced by their socio-cultural or political context. Hence, literary texts bring some concepts, ideas or experiences that readers can easily relate to their own life experiences and observations. They identify themselves in characters or in the storyline. This may influence the reading transaction and also the meaning-making process. Hence readers are active constructors of meaning in literary texts. Thus, the domain of reader response criticism focuses primarily on readers' responses to literary texts. It emphasizes on the role of the readers and their

relation with the text for generating meaning. Benton (2006) also constructs an argument that the text cannot have a meaningful existence outside the relationship between itself and its reader(s). Flynn (2007) also reflects that it is the reader who gives life and meaning to a text. Otherwise the words are just black marks on white pages. It is the reader who selects and synthesizes ideas into new experience (Chua, 1997) and transforms ink spots into meaningful symbols. We cannot talk about the meaning of a text without consideration of the readers' contribution to it (Selden, 2013).

Without the application of RRT in literature classes, the teachers focus on how students better answer questions related to themes and text of literary work and that had made them astray (Flynn, 2007). When it comes to responses, the teachers are concerned more about learning academic responses rather than their own reflections. The teaching approach do not allow participants the freedom to express the meanings they have created as they have read the play. In such context, teachers should focus on how to express an interpretation rather than formulating one (Probst, 1994). Teachers of literature must inspire a love of learning among students for better literary exploration and to develop their literary tastes. Students' responses must be welcomed rather than wanting them to see the same layers of meaning in a text that they have seen. But unfortunately, students are still forced to agree with teachers, critics and writers' understanding of a text. They are hardly ever asked to develop personal relation or produce opinions between them as readers and literary texts they are reading. Teachers and students have inculcated in their minds that there is just one correct explanation or interpretation of a literary work. They think that understanding authors' intention behind writing and including a character and a scene in literary work should only be focused. Therefore they are unable to critically think and relate literary experience to.

Reader response critics disagree with the idea of a rigid and fixed meaning of a literary text. Instead they believe that meaning lies beyond the text and author (Probst, 1994; Rosenblatt, 1994; Iser, 1978). According to them when a student reads a poem, novel or short story they create personal interpretations by answering the questions with their own individual experiences. In addition, RRT critics believe that teacher centered approach where just lectures are preferred over student participation and discussion causes trouble in application of reader response theory in classroom. According to them, reader response teachers always encourage critical thinking and individual interpretation of literary works. Probst (1994) also favors the idea by commenting that students should be given opportunities to come up with their literary interpretations. This way they learn the best way to explore the world represented in literary texts.

Considering the significance of reader response in literature classes, this study explores the teachers' behavior in literature classrooms at a public sector university in Pakistan with respect to their questioning practices. The study uses Probst's (1994) model questions as criteria to evaluate the teachers' questions and their conformity with RRT practices in literature classrooms. In this regard, it will be useful to have a look at the already existing research on reader response theory and its application in literature classroom.

### **1.1. Research Question**

How the teachers of literature employ reader response questioning techniques in English literature classrooms at a public sector university, Pakistan?

## **2. Literature Review**

Reader response theory emerged in 1930's as a reaction against prevailing phenomenon that reader is a passive agent in the meaning making process. But later on this reaction was theorized and systematized in 1970's and took a form of a theory. Modern version of reader response criticism is basically a reaction to authoritative new criticism and formalism where reader is very much reduced and meaning is considered purely objective and fixed (Goldstein, 2005). As a critical approach, reader response theory emerged as a reaction to New Criticism, emphasizing the authority of the text over the reader in the creation of meaning. Reader response criticism views the reader and the text as partners in the interpretative process. It centers on the reciprocal interplay between the reader and the text. Thus, the text is not exclusively the creator of meaning but the reader is also the part of the process (Probst, 1994; Rosenblatt, 1938/1994).

Reader response considers reader as an active agent in meaning making process, where he creates meaning through his own interpretation. Furthermore, reader response criticism is not a unified single theory, but a collection of ideas from different scholars who disagree to one another on the way in which reader creates meaning (Tompkins, 1980). In this regard Lobo (2013) also favors the active role of readers in literary transaction. Bressler (2003) also comments that meaning is created by an interpretative interaction of the text and the reader. Bressler thinks that even punctuation marks such as comma, full stop and hyphen also affect the way in which meaning is created. Tompkin (1980) comes up with his idea that a reader reacts to literary

texts in a similar way he reacts to his past and present life events, therefore literary interpretation varies from man to man and time to time. So, according to Tompkin meaning making process is purely personal and subjective. Rosenblatt (1994) further adds that while reading a literary text, the transactional process stimulates the life experiences of the readers that are very much influenced by their socio-cultural or political context. Hence, literary texts bring some concepts, ideas or experiences that readers can easily relate to their own life experiences and observations. They identify themselves in characters or in the storyline. This may influence the reading transaction and also the meaning-making process. For Langer (1994), meaning is always fluctuating and fluid. She thinks that reader creates meaning out of his religious, social and political affiliations. Thus interpretation of a reader at one point of time can be different if not opposite to the interpretation of same reader of same work at different point of time. Therefore she calls reading “exploring horizon of possibilities”. Furthermore, there are many theorists who connect reader response to Marxism, feminism, and psychoanalysis (Schweickart, 1990). If we take example of Feminist reader response critics, they believe that difference of gender affects interpretation of a text. Men’s interpretation of text authored by woman is different from women’s interpretation of the same.

### **3. Proponents of Reader Response Criticism**

There are different models of reader response theory with their distinct focal points. Stanley Fish (1938) proposed his model of Affective stylistic reader response theory. Whereas, Subjective reader response theory, led by David Bleich, Norman (1979) talks about feelings, emotional response and evocation of memories in relation to the literary text under reading. Holland (1968) is the precursor of Psychological reader response theory that explores how the reader identifies with the character or the story and temporarily relieves his own psychological struggles. This copes with the effect of the text on the reader's mind, focusing on “What the interpretations of the readers reveal about them, not about the text” (Holland, 1968). Whereas, Wolfgang Iser developed Phenomenological reader response theory that emphasizes upon the study of the objects as they appear in people’s experiences. It focuses on the perceiver and perception process over the text. In Iser’s (1978) view, a literary text contains a number of gaps or indeterminate elements which the reader must fill by active engagement with the text. He observes that meaning evolves through the convergence of the text and the reader, as the active reader fills the gaps by exercising his imagination.

#### **3.1. Theoretical Framework**

The current study is guided by Probst (1994) model of Reader Response Theory. Robert Probst (1994) is known for his approach where RRT is used in literature classrooms. Interestingly, he relates RRT with classroom literary pedagogy and focuses on teachers and their behaviors in classrooms (Langer, 1994). Probst (1994) thinks that if someone accepts a job of a teacher then it is for him to ensure that students be able to think and feel the literature they are reading and to allow students to have an efferent transaction with the literary texts. Purpose of literature classrooms is not to create scholars and critics but independent readers and thinkers. (Shelton, 1994) Teachers enter in classrooms with preconceived meaning of the text but in actual meaning neither resides in text nor in student or critic’s mind, but it is created and recreated by the act of reading in the given situation (Probst, 1994). A literary work can instigate emotions, trigger memories and awaken thoughts in students while reading that an author, critic or teacher can’t predict in advance. Probst (1994) then talks about six goals of reading literature. 1. To learn about oneself 2. To learn about others 3. To learn about society and culture 4. To be able to know how text works and shapes thought 5. To learn how context creates meaning 6. To learn how meaning is created with interaction of all these forces. Probst has devised these six objectives of a literature classes for not only students but also for teachers. Furthermore, he talks about importance of questions in a literature classroom. He argues that teachers’ questions decide the degree to which a classroom can be reader response. Questions are raised to help students critically think and support their understanding rather than restrict.

#### **3.2. The Role of Teacher in Reader Response**

Students are at the center of reading response classroom therefore, teacher’s role is limited. He is the one who should commence the discussion and then allow students to take charge of it. So, he just works as a facilitator. Teachers need to control and guide the discussion according to students’ academic level and experience. The role of teachers in reader response classrooms is to create thinkers (Probst, 1994) Rosenblatt also talks about role of teacher in reader response classroom. According to him role of teacher in a classroom is to enable learners to make intellectual judgments related to literature they are reading (Rosenblatt, 1993) He further argues that teacher must be able to empower students to translate work under reading according to their life which is outside of classroom.

### 3.3. *Research Design*

As the research aims to define and describe the questioning practices of teachers in classroom therefore, it uses empirical qualitative methods for the collection and analysis of data. Creswell (2012) defines empirical research as way of gaining information through observation, experiment and empirical evidences. It can imply qualitative as well as quantitative methods. According to Bryman (2012), “qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data” (P, 380). Kumar (2012) defines qualitative research as, research which focuses to discover understand, and clarify perceptions, feelings beliefs and values of people. Furthermore, this research follows five steps of qualitative data collection propounded by Creswell (2012). Firstly, identifying site, participants and sampling technique secondly, gaining access to site and participants through permission thirdly, prioritizing data according research questions fourthly, choosing instruments and designing protocols for data collection, and finally collecting data with focus on ethical issues.

### 3.4. *Research Instruments*

The study analyzes classes of two English teachers at University of Sindh, Jamshoro. For this purpose structured observation has been used as a data collection method. Structured observation can also be called systematic observation. Structured observation is practice of employing already formulated rules for recording behavior. (Creswell, 2012). Structured observation helps researchers remain focused to his set goals and data collected is also more relevant and pure. Bryman (2012) prefers usage of observation as data collection method. According to him, it is more useful observing peoples’ behavior directly rather than relying on instruments such as questionnaires. He further adds, in specific conditions such as studying behavior of teachers and recording interaction between students and teachers, structured observation is very helpful. Creswell (2012) also talks about the advantages of this method. He argues that, through this form of data collection individual’s real behavior is recorded rather than his perceptions and views. Keeping all these things in mind researchers have used structured observation as data collection instrument. Observation has been done with the help of various instruments which include note taking and tape recording.

### 3.5. *Sampling*

For the purpose of research, sample of two English literature teachers from University of Sindh was picked through purposive sampling. According to Bryman (2012) qualitative research mostly entails purposive sampling of some kind. Cohen, Manion & Morrison, (2013) define purposive sampling as a kind of non-probability sampling where researchers choose participants from the population relying on his own judgment keeping research questions in mind. Process of selecting sample deliberately according to objectives of research is called purposive sampling. (Kumar, 2012). So, keeping qualitative empirical research design in mind purposive sampling is used to select two teachers from population. The teachers were males, one was having English poetry and other was having English prose as their teaching subjects. Four classes of each teacher were observed and in total eight, over a time period of fifteen days. During class observation, questions were noted and in addition recorded for authenticity and reliability. It is important to note here that, only the questions asked by the concerned teachers of literature and those which were related to textual material under study were focused and noted. In addition, selected sample is representative of the target population. The number was kept small as the target was rich data not generalizability (Ritchie, Lewis and Elam, 2003).

### 3.6. *Selected Framework*

The data obtained through observation of classrooms consisted of teachers’ question. The researchers then organized and categorized random questions (data) based on its adherence to Probst’s model questions. Probst in his famous article “Reader Response Theory and English Curriculum” published in 1994, suggested generic model questions to analyze reader response classrooms. He argues that teachers’ questions decide the degree to which a classroom can be reader response. Questions are raised to help students critically think and support their understanding rather than restrict. So, the researchers will relate and compare the questions asked by teacher A and B in their respective classes with the questions devised by Probst in order to reach conclusion. Probst’s (1994) suggested generic model questions are given below:

- Q.1. Asks students to focus on what took place in their minds as they read: Read the text and record what happens as you read-What do you remember, feel, question, see...?
-

- Q.2. Encourages students to concentrate on what was going on in the text what did you see happening in the text? What image was called to mind by the text? Upon what did you focus most intently as you read-what word, phrase, image, idea? What is the most important word in the text?
- Q.3. Asks students to compare their reading with those of other students: Please discuss your readings with your partner/ group. Did the text call to mind different memories, thoughts feelings?
- Q.4. Asks students to reflect on the context of the reading (classroom setting and related works) Does this text call to mind any other literary work? What is the connection?
- Q.5. Asks students to consider how meaning has evolved: How did your understanding of the text or your feelings about it change as you talked? How did you respond to it?

Probst's questions give us the basis to determine and analyze the data. These questions are used as criteria to decide that whether noted and recorded questions (data) are reader response in nature. Research will consider the two teachers' questions (data) in terms of their adherence to Probst's suggested model questions.

#### 4. Findings

**Teacher A:** Teacher A asked several question in his classes. But the researchers did not find any of his question which can be related to Probst's question 1. Later, during teaching essays of Charles Lamb and Matthew Arnold, teacher A guided students to read the text, then he asked some questions. These can be linked to Probst's model question 2.

- "Which words and phrases you liked the most during textual study of essays?"
- "What is the structure and style of Lamb's essay?"
- "What do words Barbarian, philistine and populace mean? Did you ever use these words previously?"

These questions can't be categorized as purely reader response in nature as they just focus on text and style of essay. But researchers have placed these questions as reader response, due to their open-endedness and close relation to Probst model question 2-which focuses on text of literature under reading.

Besides this, Teacher A asked multiple questions which correspond to Probst's question 4. Probst's question 4 talks about context of the literary works. In that question students are emphasized to connect literary work with their surroundings and to other literary works they went through in past. After reading Matthew Arnold's and Charles Lamb's essays, Teacher A asked following questions.

- "Where do we see three classes Barbarian, Philistine and populace today in our society?"
- "Majority of upper class is considered as barbarian by Arnold, what will you say in the light of your experience with upper class in your society?"
- "Can you think of related examples in society?"
- "How can idea of class by Matthew Arnold be compared to idea of class by Karl Marx?"
- "How Lamb's essays differs from that of Bacon's that you studied in your first semester?"

The above mentioned questions asked by Teacher A are categorized as reader response by the researchers. These questions were inviting students to make connections to their personal experience and previously acquired knowledge. These question also forced students to connect and study literary work in relation to the habitat.

After categorizing reader response questions from Teacher A, following is a series of questions, which the researchers will not categorize as reader response because of their deviation from Probst's model questions They are less open and more teacher oriented.

- "What do you know about life and works of Matthew Arnold?"
- "What are the characteristics of Victorian literature according to Hudson?"
- "Which class Arnold belongs to? Barbarian, philistine or populace?"
- "How will you apply Marxism to essays of Matthew Arnold?"
- "What lamb mean by young African's of our own generation?"

- “What is Lamb’s writing style?”
- “What are the elements of romanticism in Lamb’s essays?”
- “What are the autobiographical elements in the essay?”

Concluding the discussion regarding Teacher A, we can say that according to Probst’s model he asked few reader response questions. His questions are in accordance to only two questions of Probst- 1 and 4. We don’t find any question in his classes which can be linked to Probst model question 1, 3, and 5. But, researchers think that Teacher A wanted to facilitate class discussion but his way of questioning was not appropriate. Mostly questions were related to author and his intention, age in which he lived, and the linguistic elements of text. So, there were few chances of progression of discussion in the class. Researchers recommend that Teacher A can direct his class to more reader response by improving his questioning skills by reducing asking author and text based questions.

**Teacher B:** Teacher B’s questions correspond with all five model questions of Probst. His questions are more organized, open ended and student centered. Teacher B was teaching poetry in his classes. After reading poem "Love among the Ruins" by Robert Browning, Teacher C asked the following questions these are parallel to Probst's model question 1.

- "What author wants to tell you through this poem? How story of poem fascinates you?"
- “How you perceive this poem?”
- "What do you see? What this poem is about?"
- As you read Love among Ruins, what kind of questions would you like to ask the author about his poem?"
- “Which do you like the least about poem?"

These questions can be categorized under Probst question 1. These questions evoke students to come up with their initial understanding of the poem in comfortable atmosphere. Teacher B starts an activity by instructing students to write the answers of these questions. He says them to do free writing. This shows that students had more freedom to express their thoughts without any fear of language mistakes. Teacher B then initiates discussion among students by writing these questions on board. Groups of three and four students shared their written opinion and then discussed one another’s stance. After students finished discussion, teacher B asked one student from each group to answer the questions. In this way Teacher B uncovers how individual student understands text, makes educated judgment and relates his understanding with others.

Probst's model question 1 then leads to question 2. The first question deals with individual thinking and the second with linguistic textual interpretation. Teacher B asked several questions while teaching Browning’s “Love among the ruins” and TS Eliot’s “Hollow Man” that correspond with Probst question 2. Some questions are given below.

- “What first comes in your mind when see the title of poems?”
- “When shape of a hollow man comes in your mind, when you read the poem?”
- “What figures of speeches are used in both poems?”
- "Which are your favorite lines from the poem Hollow Man?"
- “What should we focus more, style and structure or the subject matter and themes of poems?”

As we already discussed that teacher B will assign students to do free writing. Then he will make groups of students for discussion before a general class discussion. In this regard, Probst question 3 is related to interaction of students with one another and with teacher. Here, teacher B asked some questions after discussion which correspond to Probst’s question 3. Referring to students in a classroom teacher B asked:

- “How your interpretation of text is different from another student’s in your group?”
- “What are your feelings towards the character in Browning’s “Love among the ruins?”

The discussion and explanation of these two poems continued in other classes as well. In that time Teacher B’s questions were recorded and noted down. In these questions Teacher B frequently insisted students to

connect the poems with their previous reading and with outside society. Here are some questions that are contextual and correspond to Probst question 4.

- "What else have you read about Browning?"
- "Compare Browning's poem with that of any Sindhi/Urdu poet?"
- "Have you ever read Eliot before?"
- "What are the prominent themes in the poems?"
- "How you will compare both Love among the ruins and Hollow Man?"
- "What do you think about the title of poem?"
- "Did that title surprise you?"
- "He addresses us as hollow man. Why?"

Before winding up and moving on to other poems, Teacher B asked some question which researchers think are parallel to Probst question 5. These question ask about final understanding of poems. They refer to change in their behavior and thinking after finishing these poems. These question also try to measure the extent to which their pre reading understanding and meaning has shifted during course of study. But we see, at the end of topic teacher B has mostly shifted from open to close ended questions. His question which correspond with Probst's question five are close ended. Here are these questions:

- "Do you think these two poems will impact the understanding of upcoming poems?"
- "Do you think others understanding of poem has affected your understanding?"
- "What is the difference in your earlier and later interpretation of poems?"

Teacher B's way of teaching and managing class is linked to and associated with reader response theory. He not only asks questions but also initiates discussion, and free writing activities. Teacher B, incorporated all of the Probst's model questions into his classroom. Teacher B's questioning style was congruent with reader response practices. He properly used reader response pedagogy in his classroom and appeared comfortable with it as well. He did not have preconceived questions and answers in his mind. His class questions were coming out in a form of chain reaction according to class atmosphere. So, both the teachers varied in number of questions asked which adhered to Probst's model reader response questions.

## 5. Discussion

Observation of classrooms provided abundant and diverse results regarding reader response theory in English classroom at University of Sindh. Two teachers under observation varied in their extent of being reader response. Both the teachers had their unique teaching pattern, as they have their individual personalities. Researchers discover that, Teacher B is a reader response in his approach but Teacher A is not. Researchers unexpectedly found that few years ago Teacher B went to England for his post doctorate and was more experienced than teacher A. Therefore, it is evident that teachers' compliance to reader response techniques was result of their experience and academic excellence. Now, questioning style of both teachers is summarized below.

Teacher A, frequently asked questions that were more textual and less contextual. Results suggest that teacher A's questions were parallel to only two model questions of Probst. Despite of this, teacher A's questions were critical in nature but he only appreciated answers that were proven by textual references. So, the original text was the center of discussion in his classes and questions revolved around that. Teacher A did not accepted involvement of personal experiences, and emotions of students in interpretation of literature. Students were always asked to justify answers by referring to text or in sometimes by a comment of critic. In addition, teacher A asked questions which encouraged students to use literary theories such as Marxism, and romanticism on the works under study. These questions can be highly critical but not reader response. As Purves says, higher order critical questions can't encourage multidimensional emotional responses that are necessary to grasp literature. (Purves, 1991) Too many critical questions drifts you from original personal taste. Reader response critics indicate that students' personal and emotional involvement is very necessary to understand literature. To conclude, teacher A's level of questions was high but they were not reader response.

As mentioned earlier, Teacher B strongly adhered to the practices of reader response in his classes. He encouraged students to do free writing, form groups, discusses things, arise questions, and compare personal

interpretations. He also suggested students to use natural language and express personal and emotional responses to literature while answering. In addition, his questions were more open and invited students' perception rather than teacher, text, or critic's. We see that his questions are mostly open and correspond to all five Probst's model reader response questions. Besides, there was no single correct answer of his questions. Therefore, students were free to answer without fear that their answer might be incorrect. Beach and Marshall support this practice. According to them teachers who adhere to reader response practices, induce more learning of the literature classrooms (Beach & Marshall, 1991). So, according to researchers, teacher B's questions were strongly reader response and he managed class by using reader response pedagogy.

## 6. Conclusion

The current study has analyzed the application of reader response theory in literature classrooms. It focused on the potential reader response teachers at a public sector university, Pakistan and their questioning practices in classrooms based on Probst's (1994) suggested model. Probst (1994) has given five model generic questions for reader response teachers. For this purpose a sample of two teachers of English Literature has picked up through non probability purposive sampling method. Data is collected through recorded systematic class observation where focus was on the questions asked by the teachers. Substantial amount of literature related to reader response theory and its application in classroom is also discussed which supports the findings of this research. Through observation of teachers' classes and analysis of data, researchers advocate the use of reader response teaching methods in literature classrooms at university level. The findings of the study reveal that the types of questions, teachers ask impact hugely the understanding of students. Data indicates that a classroom can only be reader response when students are given space, freedom and are encouraged to discuss and give answers of open ended questions. Study also suggests, teachers' training and academic excellence also affect the degree to which a class can be reader response. So, it is necessary that teachers should be aware of reader response methods and the ways of its application in the classroom.

The findings recommend teachers to be aware of new trends in teaching methodology. Moreover, giving students freedom and asking them to relate literary work with their personal experience and background can be helpful. Teachers now must understand that, a literary work has no single interpretation that can be called correct, but there are multiple. Therefore, every interpretation that comes from students holds some ground. Thus, researchers recommend and advocate use of reader response in University English literature classrooms.

## 6. REFERENCES

- Aker, D. (1992). "From runned to ran: one journey toward a critical literacy, *Journal of reading*, 36(2): 104-112
- Beach, R., & Marshall, J. (1991). *Teaching Literature in the Secondary School*. Harcourt Brace Jovanovich, 6277 Sea Harbor Dr., Orlando, FL 32887.
- Benton, M. (2003). Reader-Response Criticism. In *International companion encyclopedia of children's literature* (pp. 81-98). Routledge.
- Benton, M. (2006). Readers, texts, contexts: Reader-response criticism. In *Understanding children's literature* (pp. 96-112). Routledge.
- Bressler, C. (2003). *Literary Criticism: an introduction to theory and practice*, Prentice Hall Press, New Jersey.
- Bryman, A. (2012). *Social research methods*. Oxford university press.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. Routledge publishers.
- Chua, S. H. (1997). The reader response approach to the teaching of literature. *National Institute of Education: Singapore. REACT* (1), 29-34.
- Creswell John, W. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. Published by Pearson Education, Inc.
- Fish, S. (1970). Literature in the reader: Affective stylistics. *New literary history*, 2(1), 123-162.
- Flynn, E. A. (2007). Reconsiderations: Louise Rosenblatt and the ethical turn in literary theory. *College English*, 70(1), 52.
- Goldstein, P. (2005). *Reader Response Theory and Criticism*, John Hopkins University Press, Baltimore.
- Holland, N. N. (1975). Unity identity text self. *Publications of the Modern Language Association of America*, 813-822.
- Holland, N. N. (1998). Reader-response criticism. *International journal of psycho-analysis*, 79, 1203-1211.



- Hynds, S. (1989). Bringing Life to Literature and Literature to Life: social constructs and contexts of four adolescent. *Research Journal of English Training*, 30-59.
- Iser, W. (1993). *Prospecting: From reader response to literary anthropology*. JHU Press.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage Publications Limited.
- Langer, J. (1994). *A response based approach to reading Literature*. State University of New York.
- Lobo, A. G. (2013). Reader-Response Theory: A Path towards Wolfgang Iser. *Letras*, (54), 13-30.
- Miller, S. (1991). Planning for Spontaneity: supporting the language of thinking. *The English Journal* (March), 37-44.
- Pearson, P. D. (2014). The roots of reading comprehension instruction. In *Handbook of research on reading comprehension* (pp. 27-55). Routledge.
- Probst, R. E. (1994). Reader-response theory and the English curriculum. *The English Journal*, 83(3), 37-44.
- Purves, A. (1991). Indeterminate texts, responsive readers, and the idea of difficulty in literature. *The idea of difficulty in literature and literature learning: Joining theory and practice*, 157-170.
- Rosenblatt, L. (1938). *Literature and Exploration*. Modern Language association publishers, New York.
- Rosenblatt, L. (1993). The Transactional theory: Against dualism. *College English*, 377-386.
- Schweickart, P. P. (1990). Reading, teaching, and the ethic of care. *Gender in the classroom: Power and pedagogy*, 78-95.
- Selden, R., Brooker, P., & Widdowson, P. (2013). *A reader's guide to contemporary literary theory*. Routledge.
- Tompkin, J. (1980). *The Reader in History: The Changing Shape of Literary Response*. John Hopkins University Press, Baltimore.
- Tyson, L. (2014). *Critical theory today: A user-friendly guide*. Routledge.
- Yang, A. (2002). Science fiction in the EFL class. *Language Culture and Curriculum*, 15(1), 50-6

# Our Generation at Risk: Tale of Disintegrated Families' Children in Areas of Pakistan: A Review

Sohni Siddiqui<sup>1</sup>, Dr. Naureen Nazar<sup>2</sup>, Yasmeen Mehboob<sup>3</sup>

<sup>1</sup>(Ph.D Research Scholar), Department of Education Psychology, Technical University, Berlin

<sup>2</sup>(Ph.D from University of York) Assistant Professor, University of Sindh

<sup>3</sup>(M.Phil-Education), Department of Education and Social Sciences, Iqra University. Lecturer Aga Khan University, Karachi

Corresponding author's email: zahid.sohni@gmail.com, s.zahid@campus.tu-berlin.de

## Abstract

Constitutional Protection has been given to marriages and families throughout the world, to give healthy milieu for nurturing and fostering positive attitude among children. Unfortunately, lack of patience, an absence of compromise, prevalent greed and other such reasons has increased matrimony challenges throughout the world and has shown a rise in divorce rates. The purpose of this paper is to find out consequences faced by children of disintegrated families in Pakistan and to suggest remedies to overcome these concerns among children. Conclusions are made on the basis of narrative literature review to highlight consequences and solutions. Increase in divorce rate is also getting common in Pakistan and has brought poor development in children's growth, adding negative factors in children's personalities. The results are worse if domestic violence and continuous conflicts amongst parents take place. Such children develop psychopathological disorders which continue throughout their lives. Matrimony challenges have influenced dropout rate throughout the world including Pakistan and have resulted in the decline in literacy rate in a new generation. Moreover, in the case of parental separation, kids have additional freedom to indulge in social networking sites, leading to the attainment of undesirable characters in their personalities, which later surges into acts of delinquency and crime. In order to overcome such weaknesses developed in children due to lack of parental attention, some remedial strategies such as adults' supervision, counseling session, strong policies, financial assistance, government support etc are suggested in later part of this research.

**Keywords:** *Disintegrated Families, Divorce, Government's Support, Matrimony challenges, Psychopathological Disorders.*

## 1. Introduction

The study is designed for the purpose of focusing upon problems faced by children from disintegrated families. Families with single parent, suffer from different complexes leading to the destruction of their personalities. Many of the researches suggested that disintegration of family has always brought wide range of hostile effects on children's development, not only to temporary basis but it continues and persist even when child transit into an adulthood (Mackay, 2005; Falculanet al., 2019; Ayobami, 2021). Some of the effects are associated with problems in schooling, physical health, social conduct, behavior, mental and emotional health, early marriage, marital dissolution and mistrust. It is believed by sociologists, policymakers and people from diversified societies that presence of both parents is the most suitable environment for children's holistic growth (McGuirk & Mai, 2016). Those children are considered blessed who born into strong families, which benefit them almost in every area, throughout their lives including, physical fitness, educational achievement, maintaining healthy long-lasting relationships, success in securing and keeping a well-paid job (Demir-Dagdas et al., 2018; Wardle, 2011). However, if children are born; into conflicting disintegrated families, still some of their negative developments can be controlled by replacing parents' absence with other mature adults, teachers, by providing social security, financial aid etc.

### 1.1. Research Objective

To find out consequences faced by children of disintegrated families in Pakistan and to suggest remedies to overcome these concerns among children, with the help of narrative literature review.

### **1.2. Research Questions**

What are the consequences of disintegrated families on the development and nurturing of children?

How to control divorce rate and sufferings of children from broken families?

### **1.3. Research Methodology**

Qualitative approach where narrative literature review is used for gathering data and generating research questions. Secondary data is collected from e-books, research articles, research journals, newspapers, reports and websites.

## **2. Literature Review**

The narrative or traditional literature review is employed for the present work. Narrative reviews are one of the useful literature reviews in a sense that it brings the useful information together at one place. It helps presenting philosophical perspectives in a balanced manner (Green, Johnson, & Adams, 2006). Narrative literature reviews helps researcher drawing conclusions about the literature.

## **3. Parental Bonding and Its Importance**

Good parenting requires enough teamwork to assure not only back up of another parent but more significantly, to insure integration of qualities, skills, vision and perception of both male and female characters within them. Father and Mother not only teach respect for each other but have different styles of loving, instructing and caregiving (Wardle, 2011).

Parent alone may be an outstanding caregiver but is not sufficient to provide more affluent environment for a child's development, unless they are in contact with people from outside to get rich, diversified roles, activities and experiences require for child's development. Mothers usually after divorce or separation, lead to professional activities which definitely make them busy and reduces quality time with children, requires for nurturing with purposeful and co-operative activities (Demir-Dagdas et al., 2018). Along with parents' disintegration, other factors such as modern lifestyle, age segregation, extensive technology use, concept of privatism, have also inclined parents towards spending lesser time with them (Garbarino, 2009).

Parental break up is not only associated with negative outcomes in earlier lifecycle, but it continues throughout the life when child is young, teenager, mature or even when developed into senior citizen. Children coming from broken families reported problems associated with fear, trust issues, poor self-worth, and relationship problems (Falculet al., 2019). Offspring of separated couples are found poor, illiterate, or less educated, involved in hazardous sexual deeds, causing pre-marital pregnancies, have earlier wedding, and most of the time have unsuccessful married lives. Due to discussed factors, along with these negative aspects, emotional instability also increases especially among young adult hood. However, extent of divorce mechanisms which influence such behaviors, needs to be discovered (D'Onofrio, 2011).

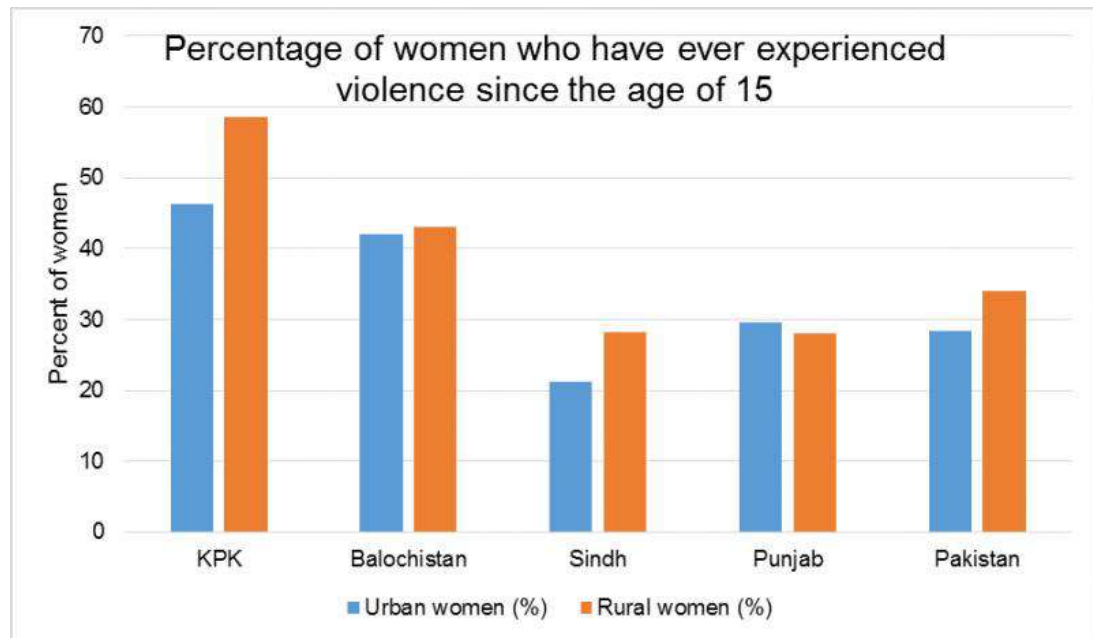
Divorce is considered to be immoral practice in many religions, as it adversely affects not only the individuals but whole society in many ways, such as divorce declines the regularity of worship of God following abate the faith and believe on God existence, divorce reduces children's interest towards educational attainment and increases dropout. Due to separation, single parent household income becomes insufficient to carry out moderate lifestyle ((Demir-Dagdas, 2018). Divorce is also associated with surge in crime rate, exploitation, negligence and narcotics use. One of the most adverse effect of parents' segregation is on children's physical as well as psychological health, increasing emotional issues, and psychiatric risks, including suicide attempts (Churchill, 2012). However, extent of such effects varies from case to case and is found at different levels in different cases (D'Onofrio, 2011).

## **4. Increasing divorce rate in pakistan**

Marriages are considered as institutions to develop happy families and healthy relationships among parents and their offspring (Ramzan et al., 2018). Unfortunately, these foundations are now considered at risk in Pakistani culture too, as divorce rate along with different parts of the world also has ascended in Pakistan (Ramazan et al., 2018; Waseem et al., 2020). In Pakistani social circles, a divorce or separation is considered as shame to the family and creates disturbances among members. But this shameful act is getting common day by day due to lack of compromise, dominance of spouses, in-laws' pressure, financial problems, early marriages, extra marital affairs, forced marriages, greed etc. (Tariq, 2009). According to Freud's Displacement Theory, a person will displace their anger at something onto someone else. This theory is also applicable in case of spouses, when one of the member sheds frustration onto other, and continuous conflicts lead towards the end of relationship (Nizamuddin, 2017). According to data, in the province of Punjab in

year 2012, 13,299 Khula (right of women to seek divorce) cases were reported. Later in 2013, Khula rate was increased to 14,243. Continuous rose displayed in 2014, when 16,942 and in 2016 when 18,901 cases declared in courts

(Anonymous, Rising Divorce Rates, 2016). Of 2010, in Karachi, a total of 40,410 divorce cases were reported in courts. It has been reported about 150 divorce cases are reported daily in courts in Lahore, evidencing high divorce rate in Pakistan. However, in Khyber Pakhtunkhwa despite the highest violence rate, separation of parents and disintegration of families are least reported as domestic violence is a common practice and accepted as a part of the culture (Fig I). Similarly, in rural areas despite the prevalent violence, divorce cases are hardly reported and seen.



**Figure No. 1.** The continued abuse of the Pashtun woman, Haider, M. (2014, February 19). Retrieved from Dawn News: <https://www.dawn.com/news/1088086>

Lack of education and acceptance of domestic violence against women as a cultural norm has made KPK and Baluchistan, the epicenter of militancy and terrorism where children, witnessing violence regularly start believing such ferocious acts are acceptable and practical (Haider, 2014).

It has also been proven that children of the disintegrated relations suffer from different psychological and physical complications. These harms are getting common among Pakistani kids too, as divorce rate in recent years has been augmented, thus misery and negative consequences are integrated among the children in the society.

#### **4.1. Disintegrated Families' Children Health And Psychological Issues**

One of the chief consequences with children of dissociated families is related with improper physical growth, and associated health issues (Goisis, Özcan & Van Kerm, 2019). One of the reasons behind improper growth can be absence of mother either due to separation and if she has custody of the children, her engagement in some labor activity to provide financial support to the family, make her unavailable for children. Other reasons can be insufficient financial incomes for proper nourishment of children, as single parent have less monetary resources (Demir-Dagdas, 2018; Churchill, 2012). Parental segregation during childhood appeared as one of the strongest causes behind early death in adulthood. Researchers believe that children of disintegrated families have almost five years lesser life span, then off springs of families with healthy companionship. Few of the explanations of lesser life span ranged from calamities in accidents, death due to diseases like cancer, heart attack and stroke. Researchers consider that among the most disturbing and damaging happenings for children is separation of parents (Wardle, 2011).

Psychological harms among children from disintegrated families ranges from anxieties, fears (Philpott, 2013) to depression, distress symptoms, lack of self-esteem, lack of self-efficacy (McGuirk & Mai, 2016) and insomnia panic attacks. In our culture, even the word divorce bears a stigma which creates anxiety, frustration, and inferiority complexes among the left-over children. End of the relationship not only affects divorced couple but, children of broken homes are at risk of developing mental health problems. Punjab University researcher has concluded that children from disintegrated families lack self-assurance, however warm and nurturing parents have children with high self-confidence (Nizamuddin, 2017). Many disturbed children answer to trauma by showing split personality character. These children cannot handle different emotional obligations and represent themselves as differently in different situations (Streeck-Fischer & van der Kolk, 2000).

It has been reported that children from broken families are more indulged in unsafe sex activities (Harold & Sellers, 2018; Hetherington, 1972). In Pakistan, such stories surface where not only adults, but also young adolescents are involved in dangerous sexual practices (Towe et al., 2009). Hormonal changes taking place at the time of adolescence need proper guidelines to deal with such natural phenomena, but missing surveillance of parents and unguided education lead towards such destructions (Jivani & Minaz, 2019). Parental absence establishes deprivation of a child learning, when growing up from young to adolescences.

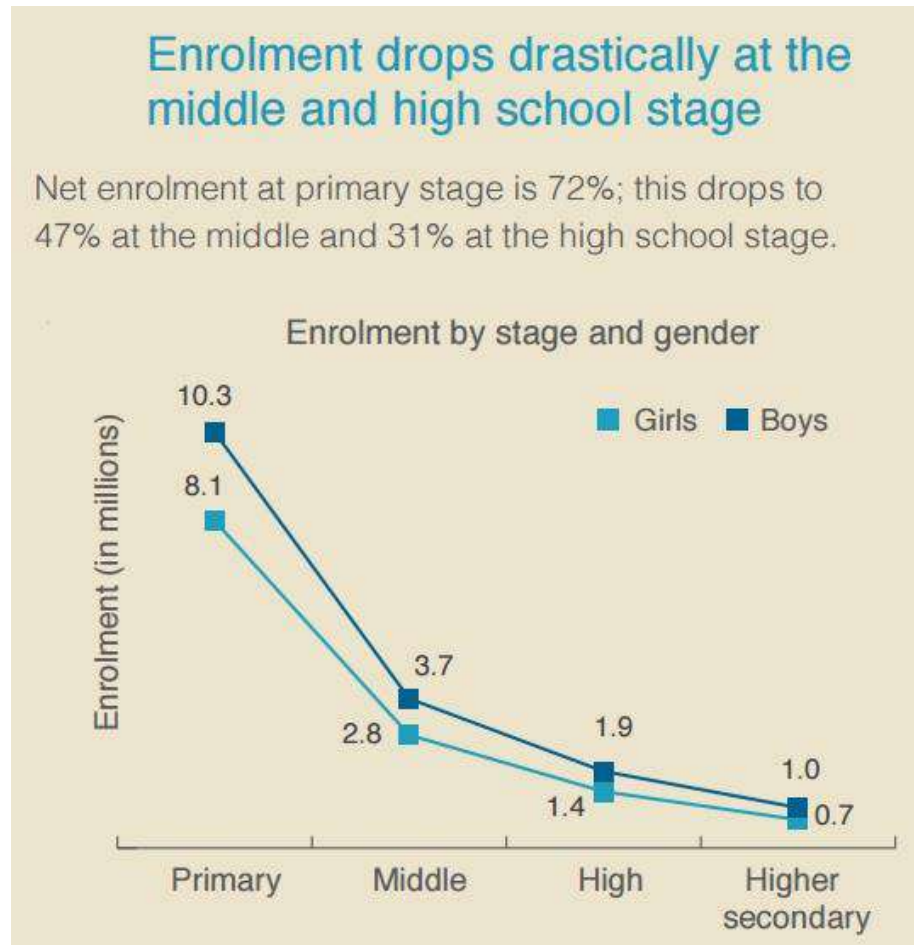
Wardle (2011) in his studies suggested that youth who report risky sexual behavior are at elevated risk for adverse health consequences, such as involvement in suicidal attempts, indulgence in harassment and school violence, adoption of drug and alcohol abuse, unhealthy eating habits and teenage pregnancy etc. These actions are associated due to parental divorce and are more common if a child is raised by a single parent.

Divorce of parents can result in social isolation of children as readjustment is difficult. Financial problems often follow divorce, especially when a woman is left with children to raise them, with no support system. In order to cope up with financial problems, children leave their schooling and engaged in professions not suitable for their character's development, leading towards the de-learning and acquiring negative aspects of the society. In some cases, children become attention seekers (Hetherington, 1972; Pickhardt, 2011) and they do whatever pleases them (Muhid & Kurniadi, 2021). They try to win their parent's attention by misbehaving, crying, arguing, doing immature activities etc. But if caregiver is unable to realize these tricks of attainment of attention, such children start to use tactics to gain attention of others, such as their peers and often act dishonorably to gain popularity or to become a part of popular narrations and to be part of conversations of others (Magpantay et al., 2014). Research evidence the cases, where children with the purpose to gain attention, start to behave strangely, by the way they communicate and interact differs from other children of their age. Sometimes they share disrespectful posts such as shameful picture, dancing videos, disgraceful acts on social media just to get popularity and attention among peers.

#### **4.2. Reduced Educational Accomplishments and High Dropout Rate**

Parental separation is one of the causes of educational complications, including low scores in academics, high dropout rate and troublesome actions in school such as excessive indulgence into fights, stealing, using foul language or using illegal drugs (D'Onofrio, 2011; Ngure, Paul & Amollo; 2017). Australian researcher has also revealed same patterns in separated families' children and explained that children from disintegrated family showed disrupting behavior at elementary stage of schooling, had weaker emotional bonding and poor scores in achievement tests. Juveniles from separate parents in high school exhibited higher dropout rate in school as compared to kids of two parental families (Paula Fomby, 2007). Divorce creates psychological problems such as anxiety, insomnia, panic attacks on the left-over members of family which diminishes child's concentration in studies and creates sufferings in academics. Research conducted by Wardle says that the children from discord families do not reach up to the bachelor's level of education and usually leave studies at early stage of academics. As a result, unable to get high paid jobs and in return, have financial problems which increases possibility of divorce when they get into marital relationship. It was estimated in 1990s, USA citizens with higher qualifications were less likely to divorce and the rate dropped from 22 percent to 19 percent. On the contrary, high school diploma holders had higher tendency of separation and the percentage increase was 34 percent to 42 percent. Worst rose was observed to 45% with citizens, without certificate of completion of school (Wardle, 2011). In Pakistan, elevated dropout rate is getting common especially in rural areas. This drop out might be associated with violence and extreme punishments at school but financial constraint, psychological issues and absence of parents after separation or divorce is one of the major reasons of leaving education at early age. In the province of Sindh, total enrollment in primary, middle, secondary and higher secondary schools was dropped from 440,2993 to 404,4476 between years 2010-2015 (Statistics S. B., 2017). Similarly, in the province of Punjab, enrollment in primary schools between years 2004-2014 fell from 4875 to 4178 students (Bureau of Statistics, 2016). Correspondingly, decline rate is also observed in Khyber Pakhtunkhwa where enrollment in Primary schools

was dropped from 301,2593 to 300,3841 between years 2013 to 2015 (Statistics B. o., 2017). Overall dropout rate in Pakistan is evident when 72% enrolment from primary schools declines to 31% at high school stage. (Chaudhary, 2016).



**Figure No. 2.** “Why do so many children drop out of Pakistani schools?”, . Chaudhary, H. (2016, February 25), Retrieved from Dawn News: <https://www.dawn.com/news/1241630>

#### 4.3. Children Disrespectful Behaviors and Unlawful Acts

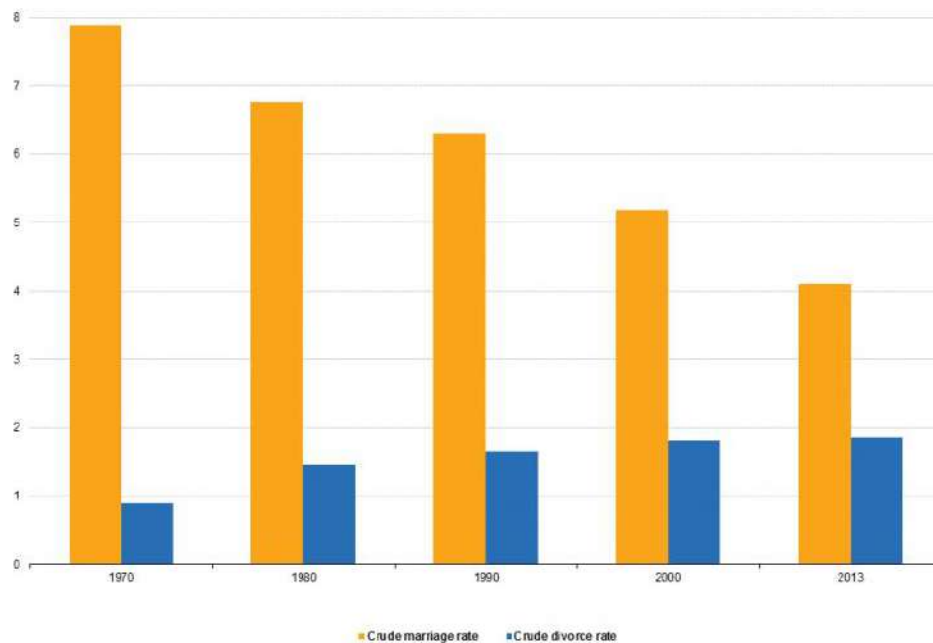
Children from disintegrated family often show impolite behavior with elders and peers, and such conduct is more obvious when domestic violence, use of abusive language, disrespectful attitude, frequent arguments and conflicts between parents are common. If the children are in adolescence age, they show detached and independent behavior from parents, where friends replaces parents' position, and where social life is stronger than household life (Pickhardt, 2011). This leads towards the development of disrespectful behavior for parents, when child starts feeling that parents are no more required. Such children are excessively engaged in adverse companies, developing indecorous responses, ultimately leading towards the growth of behavior issues (Magpantay, 2014). The more independent-minded adolescent shows violence to separation, often reacts in a furious, uncontrollable way, displays disrespect to family norms and executes rebellious acts as parents have failed to keep family integrated (Pickhardt, 2011) and often reported showing immoral behaviour (Ayobami, 2021). Children raised apart from their fathers have higher risks of misbehavior, involvement in criminal activities, and imprisonment. More than twenty years ago, Dr. Urie Bronfenbrenner, stated that children with single parents were ill mannered and showed more involvement in illegal acts even after being provided financial assistance (Wardle, 2011). The National Report on Juvenile Offenders and Victims from the U.S. Department of Justice has also revealed that juveniles who lived in segregated families had higher law violating behaviors than the children living with both parents. Princeton University research has shown that tendency among boys from broken families is two to three times more to commit a

delinquency leading to imprisonment by the time they are in their early thirties, and this behavior is common despite they have different race, family circumstantial, locality, and intellectual ability. The percentage is more noticeable when children raised away from father and are in supervision of mother only (ibid). Criminal acts including sexual harassment is also more common among the children of disintegrated families. Polaschek in 1997 stated that, the strongest factor that stimulate men for sexual harassment is to overcome aggression developed from discord families, where they were neglected and spent time in penal institutions (Poktnik & Kouyoumdjian, 2011). Indian newspaper stated that children from disturbed and broken families have more indulgence in sexual activities, as there is no one to keep a watch on their activities and most of the time purpose of such involvements is to have fun and pleasure of harassing others (Grewal, 2013). In Pakistan, oppressive culture is getting practiced and most of the time purpose of bullying in educational institutions, is to shed frustration developed due to violence and disturbance at home. The mode to shed frustration developed into sexual harassment activities in early adolescences, which make them habitual of such acts and criminal convictions.

Children from conflicted families are found more in delinquent and criminal acts in Pakistan. In Faisalabad jail, where 70 percent teen-agers involved in murder attempts, had tough house hold life and their parents had consistent arguments on social and economic issues (Talpur, Pathan, & Shah, 2012).

#### **4.4. Children Trust Issues and Insecurities**

Healthy relationships foster on trust, but when relationship ends due to the breakdown of trust between parents, children start developing trust issues and these persist in their future relations. If any of the parent cheated onto other, children develop rage, anger and offensive behavior which will continue to foster even when child is grown into an adult (Philpott, 2013). Children of such families often develop insecurities and instabilities (Pickhardt, 2011; Falculan et al., 2019). According to research of Dinah and Tumuti in 2012, divorce or separation of parents results in destruction of child's psychology and also raises the probability that they will never marry, due to fear of divorce or disloyalty from companion. Moreover, children in divorced families tend to have unconfident emotive strength with parents and often see family as a frightening subject (Firdausi, Hotifah & Simon, 2020). Thus, such sufferings had lowered the average level of child's comfort, where child when turned into an adult, suffered from fear of disloyalty and getting into permanent relationships (McGuirk & Mai, 2016). Research Study has indicated that separated parents' children have higher tendency of divorces where 60 out of 100 daughters and 35 out of 100 sons are unable to remain in their wedding status because they have received a non-direct message from their parents, that end of companionship is acceptable (Philpott, 2013).



Note: change in time interval on the x-axis. Excluding French overseas departments for 1970 to 1990.  
Source: Eurostat (online data codes: demc\_nind and demc\_ndvind)

**Figure No. 3.** Marriage and Divorce Statistics, Anonymous, June 2017, Retrieved from euro state statistics explained: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Marriage\\_and\\_divorce\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Marriage_and_divorce_statistics)

Increasing divorce rate in last few decades is evident from statistical data of Europe. This is creating a rhythmic repetition of disintegrated families, as child from divorced parent when grow up into an adult, is unable to indulge in a successful family life, which leads towards the end of companionship. Divorce rate is almost doubled from 1970 to 2013 as children from broken families when grew up into an adult, remained unsatisfied from spouses and companionship, resulted in disintegration.

#### 4.5. Technological Threats in Disintegrated Families

Increased use of technology among children has also increased distances among family members in several ways. Children's engagement in technology, has made them so busy that they hardly communicate with their parents when they arrive home and about half of the time totally ignore their parents' presence. Amusingly, children feel ignorant and insecure about parents when spent most of the schedule in social networking. Absence of the parents has increased children's indulgence in technology without any surveillance. Continuous use of technology has increased children expertise in the use of the gadgets. Feeling of being superior in the use of electronic devices, makes children disrespectful and argumentative, especially when parents' try to control unnecessary use. Social networking has increased children's communication with friends without any observation and parental monitoring (Taylor, 2013). Extensive time spent on internet not only intensify detachment from parents, but children has gained opportunities to reach unethical, immoral information, including adult's content and shameful material (Shin & Ismail, 2014). In case of parental separation, kids have additional freedom to indulge in social networking sites, leading towards the attainment of undesirable characters in their personalities, which later surges into acts of delinquency and crime. In Pakistan, use of internet and mobile communication is economical which has made children easy access to social networking. In absence of parents' supervision, children learn many unethical contents which leads towards the destruction of their personalities.

## 5. Discussion and Conclusion

The review of the articles has suggested that family ties are an important institution that help children to develop into responsible and healthy human beings. But, increasing disintegration rate has negatively influenced the growth of the children and resulted in the development of insecurities, trust issues, delinquent nature, immoral behavior, psychological issues, and unsuccessful completion of education. In case of



parental separation, kids have additional freedom to indulge in social networking sites, leading towards the attainment of undesirable characters in their personalities. These hostile effects on children's development are not only on temporary basis but it continues and persists even when child transit into an adulthood. It is necessary to bring reforms to the cultural and social structure to reduce the divorce rate and to create a healthy, fostering, and progressive civilization. Based on the conclusions, following recommendations are suggested.

## 6. Recommendations

The goal of this paper is to highlight outcomes and sufferings of children in different aspects of life such as psychology, physical fitness, educational accomplishment and marital decision, after family disruption or disintegration. Researches clearly demonstrated that children coming from broken families have more traumatic circumstances, while juveniles from the intact families have higher aptitudes and stronger feelings (McGuirk & Mai, 2016). However, stigma of family separation can be controlled with some strategies.

- As recommended by Waseem et al., (2020) to control divorces in Pakistan it is necessary to make some changes in cultural and societal believes. Early and forced marriages need to be controlled by education which will help sufferers to present and justify their reservations and convictions with stronger justifications. It is recommended that marriages should be taken place between families with equal status, as inequalities generates glitches and conflicts in adjustments among spouses leading towards the end of relationship (Hassan, 2015).
- In Pakistan, divorced women are more susceptible to physical and psychological problems such as extensive fearful concerns, melancholy, feeling of isolation, insomnia, loss of appetite, distraction and loss of concentration on work (Nizamuddin, 2017; Waseem et al., 2020). Females who are themselves mentally unfit, if left over with children to raise, will not be able to accomplish children needs, mainly due to health and financial issues. At the time of the divorce, the competent authority should consider these factors and support women socially and economically. Stipend for the children should be given to women for proper upbringing of the children. Along with healthcare facility for mother and children, counseling sessions should be conducted to overcome trauma of getting divorced. Cognitive behavioral therapy is considered as a useful tool for dealing with such cases. Some psychologist should be hired to help clients express their fears, anxieties and constructively explore their past- coping strategies.
- Individual parent may be an excellent caregiver, but its households are insufficient to provide richer environment for child's development (Garbarino, 2009). In case, parent is single, it's a high time for a parent to help child develop all aspects of its personality. For this parent has to make arrangements, where child can meet other elderly persons in the family such as grandparents, uncles, aunts where social learning can help child to overcome weaknesses developed in child's character due to nonattendance of separated parent. Child's societal sphere, including relatives, neighbors and mates, plays pivotal role in enhancing child's abilities such as making judgments, selection of apposite choices, introducing responsible behavior with useful contribution in social events, and gaining respect, which in turn protects child from negative effects of scarcity, unhappiness and suspicion (Asadullah & Shah, 2016).
- Now a days children are more independent when they are more involved in social networking (Shin & Ismail, 2014; Taylor, 2013). It's a crucial time for a single parent to be more vigilant to avoid technological drive, creating division between themselves and their children. Over involvement in networking creates a disrespectful environment when children become argumentative with disputed behavior, as they have impression that parents are no more interested in their activities and are engaged with their priorities.
- On a community level, counsellors can provide guidance and emotional support to the children after their parents' divorce. Counsellor can help members of separated family in identifying community resources and provide social services to help dealing with stigma (Abu Ghali, 2017). Similarly, awareness sessions can help to improve mental and physical health, aid in identifying tactics to overcome trauma (Nizamuddin, 2017).
- Pakistan's family law allows Khula without the consensus of the husband (oxymoronically defeating the entire purpose of the Islamic right to Khula) (Ramzan et al., 2018). This regulation is against Islamic Ideology but still it is followed making the concept of strong committed families weaker. It needs to be reversed (Tariq, 2009).

- Upbringing of the children should be made in the way that they have clear concept of responsibilities and bearing of the married life. Wedding is the agreement to give respect to spouse decisions (Tariq, 2009). Educational institution should raise the awareness about the commitments in marriages especially in adolescent and in adult age.
- Policy Makers need to make policies to control increasing divorce rate in Pakistan. It is evident from history that old-style family i.e., presence of both parents is the finest setting for children's nurture as a responsible citizen (Tariq, 2009). So, it is important for the policy makers to take strong actions against divorced applicant especially if they have children to raise. Cultural and authorized strategies should be incorporated such as introduction of economic, social and psychological resources to make matrimony relations long lasting, reducing the risks in children's lives, including parental separation/divorce (D'Onofrio, 2011).
- In order to avoid development of disrespectful behavior among children, parents need to show humbleness towards each other, consider ex-spouse with dignity to teach children that disagreement doesn't mean to disrespect any parent (Philpott, 2013).
- In order to fulfill space in child's personality due to absence of a parent, routines visit should be made, so the child knows parents are as lovingly connected to the child as ever and assure them that parents are always there to fulfill child's needs (Philpott, 2013).
- End of relationship with divorce is something which is disliked by ALLAH, but it is allowed because there are situations where divorce is the only option and divorce is the only answer. (Tariq, 2009). In the Quranic Verses of Surah-Al-Baqarah it is stated:

"And if you fear that the two (i.e.) Husband and wife) may not be able to keep the limits ordered by ALLAH, there is no blame on either of them if she redeems herself from marriage tie". When there is no other solution, it is suggested to disclose relationship sufferings to children, before giving them a shock or trauma of being divorced. Conversations to children about a divorce is challenging, however following tips can help both the child and parents to encounter stress of these discussions. Parents can make children prepare by gradual sharing their sufferings and termination of companionship before declaring it to the child at the last moment. It is advisable to share about end of relationship when both spouses are together. It is suggested that parents make a straightforward announcement and do not create statement complex by revealing unrequired information. It is necessary to assure child that end of relationship is sad but both parents love them always and will be there for them anytime. To keep relationship respectful and strong it is necessary not to disclose spouse faults with the children (Divorce and Children, 2013).

## 7. REFERENCES

- Abu Ghali, E. M. (2017). The Effectiveness of a Counseling Program in Developing Psychological Resilience to Handle Stress among Female Adolescents from Broken Families. *Journal of Educational & Psychological Sciences*, 18(01), 407-444.
- Anonymous. (2016, June 27). Rising Divorce Rates. Retrieved from The Nation: <http://nation.com.pk/editorials/27-Jun-2016/rising-divorce-rates>
- Anonymous. (2017, June). Marriage and Divorce Statistics. Retrieved from euro state statistics explained: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Marriage\\_and\\_divorce\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Marriage_and_divorce_statistics)
- Asadullah, & Shah, M. (2016, December 15). Incapacitated decision making power, over emphasized obedience and its exclusionary effects on children. Retrieved from *Journal of Social Inclusion*: <https://josi.journals.griffith.edu.au/index.php/inclusion/article/view/497>
- Ayobami, A. M. (2021). INFLUENCE OF BROKEN HOME ON MORAL BEHAVIOUR OF IN-SCHOOL ADOLESCENTS IN OYO TOWN, NIGERIA. *Trailblazer International Journal of Educational Research*, 1(1).
- Bureau of Statistics, G. o. (2016). 2016 Statistical Pocket Book of the Punjab. Lahore: Bureau of Statistics, Government of Punjab.
- Chaudhary, H. (2016, February 25). Why do so many children drop out of Pakistani schools? Retrieved from Dawn News: <https://www.dawn.com/news/1241630>
- Churchill, P. F. (2012, Jan 11). The Effects of Divorce on Children. MARRI (Marriage and Religion Research Institute) Research, 1-48. Retrieved from MARRI Marriage and Religion Research Institute.
- D'Onofrio, B. M. (June 2011). Consequences of Separation/Divorce for Children. *Encycloperdia on Early Child Development*, 1-5.

- Demir-Dagdas, T., Isik-Ercan, Z., Intepe-Tingir, S., & Cava-Tadik, Y. (2018). Parental divorce and children from diverse backgrounds: Multidisciplinary perspectives on mental health, parent-child relationships, and educational experiences. *Journal of Divorce & Remarriage*, 59(6), 469-485.
- Divorce and Children. (2013, December). Retrieved from American Academy of Child and Adolescent Psychiatry : [http://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Children-and-Divorce-001.aspx](http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-and-Divorce-001.aspx)
- Falculan, R. M., Paula, P. A., Ocdamia, J. J. J., & Samiley, S. G. G. (2019, December). Lived Experiences of Young Adults From Broken Families on Marital Relationships. In *Abstract Proceedings International Scholars Conference* (Vol. 7, No. 1, pp. 512-529).
- Firdausi, N. I. A., Hotifah, Y., & Simon, I. M. (2020). Psychological Dynamics of Young People on Broken Home Families. *Acta Counseling and Humanities*, 1(1), 31-41.
- Garbarino, J. (2009). *Children and Families in the Social Environment : Modern Applications of Social Work*. Somerset, United States: Taylor & Francis Inc.
- Green, B. N., Johnson, C. D., & Adams, A. (2006). Writing narrative literature reviews for peer-reviewed journals: secrets of the trade. *Journal of chiropractic medicine*, 5(3), 101-117.
- Grewal, M. D. (2013). Educationists say falling moral values, media responsible for increasing sexual harrasement. *PATiala: Hindustan Times*.
- Goisis, A., Özcan, B., & Van Kerm, P. (2019). Do children carry the weight of divorce?. *Demography*, 56(3), 785-811.
- Haider, M. (2014, Feburary 19). The continued abuse of the Pashtun woman. Retrieved from Dawn News: <https://www.dawn.com/news/1088086>
- Harold, G. T., & Sellers, R. (2018). Annual research review: Interparental conflict and youth psychopathology: An evidence review and practice focused update. *Journal of Child Psychology and Psychiatry*, 59(4), 374-402.
- Hassan. (2015, June 10). PAKISTAN DIVORCE RATE INCREASING. Why? Retrieved from Baaghi: <https://www.baaghi.tv/pakistan-divorce-rate-increasing-why/>
- Hetherington, E. M. (1972). Effects of father absence on personality development in adolescent daughters. *Developmental Psychology*, 7(3), 313-326. HYPERLINK "<https://psycnet.apa.org/doi/10.1037/h0033339>" \t "\_blank" <https://doi.org/10.1037/h0033339>
- Jivani, K. K., & Minaz, A. (2019). Sex Health Education: A Cultural Taboo in Pakistan. *i-Manager's Journal on Nursing*, 9(3), 38.
- Mackay, R. (2005). The Impact of Family Structure and Family change on Child Outcomes: A Personal Reading of the Research Literature. *Social Policy Journal*(24), 111-133. Retrieved from Ministry of Social Development.
- Magpantay, M. J., Malabrigo, P., Malijan, R. J., & Manarin, M. G. (2014). Behavioral problems and coping strategies of selected adolescents belonging to a broken family. *CAM Research Journal*, 2(1), 112-135.
- McGuirk, K. R., & Mai, T. X. (2016, August 11). THE IMPACT OF BROKEN FAMILY ON CHILD OUTCOMES: PSYCHOLOGY AND DECISION FOR THE FUTURE MARRAIGE. ICESI 2016 The International Conference on Education and Social Integration (pp. 1-9). Ho Chi Minh: Ton Duc Thang University.
- Muhid, A., & Kurniadi, D. (2021). An Analysis on the Impact of a Broken Family Towards the Children's Behaviour as Seen in Novel Rainbirds. *Jurnal CULTURE (Culture, Language, and Literature Review)*, 8(1), 77-88.
- Nizamuddin, M. (2017, January 26). Rising Divorce Rates in Pakistan – Its Impact on the Individual and Society. Retrieved from JPMS-Journal of Pioneering Medical Sciences Blog: <http://blogs.jpmsonline.com/2017/01/26/rising-divorce-rates-in-pakistan-its-impact-on-the-individual-and-society/>
- Ngure, W. W., Paul, P., & Amollo, O. (2017). Influence of parental marital status on academic achievement of preschool children in Embakasi, Nairobi, Kenya. *International Journal of Social Science and Humanities Research*, 5(2), 37-42.
- Paula Fomby, A. J. (2007). *Family Instability and Child Well-Being*. US National Library of Medicine National Institute of Health, 181-204.
- Philpott, S. (2013, March 25). The Effect of Divorced Parents on a Child's Future Relationships. Retrieved from The kids: <https://mom.me/kids/6576-effect-divorced-parents-childs-future-relationships/>
- Pickhardt, C. E. (2011, December 19 ). The Impact of Divorce on Young Children and Adolescents. Retrieved from Psychology Today: <https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201112/the-impact-divorce-young-children-and-adolescents>
- Poktnik, R., & Kouyoumdjian, H. (2011). Sexual Harrasement and Aggression. In R. Poktnit, & H. Kouyoumdjian, *Introduction to Psychology* (9 ed., p. 603). Belmont, CA, USA: Wadsworth.
- Ramzan, S., Akhtar, S., Ahmad, S., Zafar, M. U., & Yousaf, H. (2018). Divorce status and its major reasons in Pakistan. *Sociology & Anthropology*, 6(4), 386-391.

- Shin, W., & Ismail, N. (2014). Exploring the role of parents and peers in young adolescents' risk taking on social networking sites. *Cyberpsychology, Behavior, and Social Networking*, 17(9), 578-583.
- Statistics, B. o. (2017). *Development Statistics of Khyber Pakhtunkhwa 2017*. Peshawar: Bureau of Statistics, Planning and Development Department, Khyber Pakhtunkhwa.
- Statistics, S. B. (2017). *School Education Statistics Sindh 2014-2015*. Karachi: Planning and Development Department, Government of Sindh.
- Streeck-Fischer, A., & van der Kolk, B. A. (2000). Down will come baby, cradle and all: diagnostic and therapeutic implications of chronic trauma on child development. *Australian and New Zealand Journal of Psychiatry*(34), 903-918.
- Talpur, F., Pathan, P. A., & Shah, P. (2012). EXAMINING THE CAUSES OF JUVENILE DELINQUENCY IN PAKISTAN. *The Women-Annual Research Journal of Gender Studies*, 4, 33-43.
- Tariq, K. (2009, November 17). High Rate Of Divorce In Pakistan. Retrieved from Hamariweb: <http://www.hamariweb.com/articles/article.aspx?id=5043>
- Taylor, J. (2013, March 13). Is Technology Creating a Family Divide? Retrieved from Psychology Today : <https://www.psychologytoday.com/blog/the-power-prime/201303/is-technology-creating-family-divide>
- Towe, V. L., ul Hasan, S., Zafar, S. T., & Sherman, S. G. (2009). Street life and drug risk behaviors associated with exchanging sex among male street children in Lahore, Pakistan. *Journal of Adolescent Health*, 44(3), 222-228.
- Wardle, L. D. (2011). The Disintegration of Families and Children's Right to Their Parents. *Ave Marie Law Review*, 10(1), 1-52.
- Waseem, J., Muneer, R., Hoor-Ul-Ain, S., Tariq, R., & Minhas, A. (2020). Psychosocial determinants of divorce and their effects on women in Pakistan: a national review. *International Journal of Human Rights in Healthcare*.

# Acquisition of Teaching Skills During Teacher Training Programs (B.Ed & M.Ed) and Actual Classroom Practices: A Comparative Study

Zain ul Abdin<sup>1</sup>

<sup>1</sup>Faculty of Education, University of Sindh Jamshoro  
Corresponding author's email: Zain10763@gmail.com

## Abstract

The purpose of the study was to examine the discrepancies between the skills acquired and the skills used in the classrooms. 937 head teachers were the population of this study, selected for the primary and Secondary schools of Sindh Provincial. 187 head teachers of Sindh were randomly selected. Five-point Likert Scale was used to get the answers from Heads of school about their teachers in their schools. Descriptive statistics was used to analyse the data. According to the mean score, most of the teachers have no planning. The mean score also shows that appropriate teaching methods are not being used by teachers and have no command over the related subject. In addition, teachers do not have the skills to evaluate students' performance. The conclusion is that skills which teachers acquired in teacher training program B.Ed & M.Ed don't use in classrooms. Teachers must be assessed by the authorities whether they are using those skills or not? Whether these skills are required in the actual classroom or not?

**Keywords:** Skills, Policy, Acquired, Required, Evaluation.

## 1. Introduction

In a progressive society, well-aware citizens are required and this is only possible with effective education. Education is an important tool for the country's development. Education is a moral, social, emotional, and intellectual development of an individual. He is regarded as a nation builder, role model, and character creator. The country and society cannot achieve the goal of success in every field of life without well-trained teachers. Darling Hammond (2006) pointed out that the importance of meaningful teaching has been increased rapidly in the modern world and the standards of education and learning have been higher than ever. This means changes in the entire education system, especially changes in the teaching methodologies. Teacher training programs are direly needed for producing effective teachers because there is a need for time to pace with the modern world. We have to polish the teacher's ability to cope with problems faced by children. It is also necessary for teacher's capacity building to be aware of new methods of teaching and new technologies integrated into education. In the school system, the quality of teaching is the most critical factor affecting students' academic performance. In the name of improving the quality of teaching, millions of dollars are being invested in teacher's professional development programs in Pakistan but programs often lack a direct and clear connection with classroom practices. One method seeks to improve quality by restricting access to teaching to only the "best and the brightest"

Iqbal (1996) argued that Pakistan's ideology is based on religious beliefs. Abbasi (1995) believes that in Pakistan, teacher training is affected by the insufficient training system, shortage of teachers, overcrowding of classrooms, insufficient equipment, textbook shortages, and lack of appropriate facilities. It has never helped the teachers to be creative but offered to achieve outstanding achievements in their job. First time Wood's Dispatch (1854) recommended teacher training schools in each of the provinces. "Training schools should be opened for teachers of engineering, medicine, and law. Qualified teachers should be given better salary scales". The Dispatch further emphasized for providing scholarships to the teachers during training.

The father of the nation Muhammad Ali Jinnah in his message to the first education conference said: "We should redouble our efforts to enrich teacher education. This will strengthen the education system and enhance Pakistan's international presence. In this way, we can raise the status and honor of Pakistan in the community of Nations". First National Education Commission (1959) can be regarded as the backbone of the education system in Pakistan. General guidelines were provided for the teachers' training program by this commission to ensure: command on subject knowledge, psychological knowledge about children, and

development of the children at all stages of their lives, and use latest teaching methodologies and professional ethics awareness. The New Education Policy (1970) highlighted: “There is still much work to be done for the preparation of teachers in Pakistan. Higher basic education and professional training is needed”. The National Education Policy (1979) highlighted that the teachers are the most significant members of the entire system of education. It was recommended to evaluate the pre-service teacher education program’s curricula and appropriate modifications should be made. The Education Policy (1992) emphasized that the training of teachers will focus on the acquisition of practical skills. The role of teachers will be redefined. A system of punishment and rewards for teachers, based on performance evaluation, shall be introduced.

### **1.1. Statement of the Problem**

The professional education programs are designed to train the teachers who are constructive contributors to the development and growth of a student. Literature shows that there is a difference in the theory taught in a teacher training program and the requirements of the real classroom. This study is conducted to explore the differences between the acquired and required skills.

### **1.2. Objectives and Research Questions of the study**

- To find out the perceptions of heads of schools about essential classroom skills learned by the teachers during training (B.Ed & M.Ed).
- To determine if there are differences between the skills developed in the teacher training program and the skills used in the classroom.
- To identify the problems of the trainee teachers in attaining and implementing basic classroom skills.

1. What are the views of IBA Head Teachers about the degree to which the teachers have acquired the required skills in B.Ed and M.Ed training?

### **1.3. Significance and the Limitations of the study**

The results of this study would be helpful for teacher training institutions to formulate appropriate plans. The findings might be beneficial for those researchers who are interested to investigate more in the future in the relevant field. The results of this study may also be helpful for curriculum developers to eliminate certain problems while designing teacher education courses. The current study was delimited to the 937 Head Masters (BPS-17) appointed in government primary and secondary schools all over Sindh in 2017.

## **2. Method of Study**

### **2.1. Research Design, Population and Sampling, and Instrumentations**

The study was descriptive and the survey method was used to get the views of Head Masters about the teachers through questionnaires. The total population of this study was 937 Head Teachers working in Sindh Provincial Government primary and secondary schools. The sample size for this study was 187 Head Teachers and data was collected from Head teachers about the perception of teachers through simple random sampling technique. Head Teachers are the respondents of the study. A questionnaire was developed to get data from Head Teachers. Closed-ended questions were based on a five-point Likert Scale.

## **3. Results and Discussion**

After the collection of quantitative data, it was analyzed through SPSS software. Descriptive statistics was used by using each of the questions on the Likert scale. The questionnaire was divided into ten sections. Mean and standard deviation of Likert scale for the thirty-five questions, from Q1 to Q 35 were calculated. These questions were checked on the 5-point Likert scale from “1-Strongly Disagree to 5-Strongly Agree” and the two open-ended questions were also there to get the answers from Head Masters.

TABLE I. Descriptive Statistics

Factors	N	Mean	Std. Deviation
Lesson Planning Skills	187	2.31	.77
Lesson Presentation Skills	187	2.29	.73
Lesson Management Skills	187	2.34	.71
Maintaining Social Environment	187	2.78	1.04
Command Over the Subject	187	2.02	.66
Appropriate Teaching Methodologies	187	2.28	.73
Maintaining Classroom Discipline	187	3.05	.95
Teachers Classroom Behavior	187	3.25	.78
Checking of Homework	187	2.81	.90
Evaluation Skills	187	2.22	.64

The factor-wise Table represents the mean score of ten components; lesson planning skills, lesson presentation skills, lesson management skills, maintain the social environment, command over the subject, appropriate teaching methodologies, maintain classroom discipline, teacher classroom behavior, Checking of homework, and Evaluation skills. Data was analyzed through five-point Likert Scale. The component 'lesson planning skills' explored the head teacher's opinion about the teacher's planning skills and preparation of lesson objectives according to the students' need. The mean for this factor was (M= 2.31) & the standard deviation was (SD=.77) which shows the teachers' lack of lesson planning skills. To create good discipline and pay more attention, teachers should prepare and plan their lessons which can help them to improve effective classroom management (Moradi, 2019). The second component 'lesson presentation skills' explored the head teachers' view about the classroom material effectively, interestingly presenting lessons, and involving students in different learning activities. The mean for this factor was (M= 2.29) & the standard deviation was (SD= .73) which shows the teachers do not have lesson presentation skills. The third component 'lesson management skills' explored head teachers' view about managing and organize lessons, linking new lessons to students' previous knowledge, carefully develop the course material, and then divide the learning material into sequences. The mean for this factor was (M= 2.34) & the standard deviation was (SD= .71) which shows the teachers do not have lesson management skills. The fourth component 'maintaining social environment' explored the head teachers' view about the classroom environment and student's interest in learning. The mean for this factor was (M= 2.78) & the standard deviation was (SD= 1.04) which shows the teachers maintain a good social environment. The fifth component 'command over the subject' explored the head teachers' view about the subject knowledge and provides the latest information of the subject. The mean for this factor was (M= 2.02) & the standard deviation was (SD=.66) which shows the teachers do not have command over the subject. The findings of this study are consistent with the study of Ofsted (2009) who pointed out that command on subject knowledge in primary school teachers was usually accidental. Component six 'appropriate teaching methodologies' explored head teachers view about modern techniques, students' lower-level thinking skills, different problem-solving strategies, which stimulates confidence and motivate students towards learning. The mean for this factor was (M= 2.28) & the standard deviation was (SD=.73) which shows teachers do not use appropriate teaching methodologies and modern techniques of teaching in classrooms. The results of this study are also consistent with the results of Ali (2005) who argued that the teachers' method of teaching was traditional and the teacher training programs were also traditional. The seventh component 'maintaining classroom discipline' explored the head teachers view about dealing with good classroom behavior, misbehavior, and disruptive behavior. The mean for this factor was (M= 3.05) & the standard deviation was (SD=.95) which shows most teachers are maintaining good classroom discipline. The eighth component 'teacher classroom behavior' explored the head teachers view about teacher's classroom behavior, experience in teaching and learning, and the teacher's flexibility, creativity, and adaptability. The mean for this factor was (M= 3.25) & the standard deviation was (SD=.78) which shows most teachers are maintaining good classroom behavior. The ninth component 'checking homework' explored the head teachers view about giving and checking homework. The mean for this factor was (M= 2.81) & the standard deviation was (SD=.80) which shows most teachers

give and check homework. The tenth and last component 'evaluation skills' explored the head teachers view about teachers' evaluation techniques, teachers' judgment about student's performance and achievements, and the use of diagnostic evaluation to measure the strength and weaknesses. The mean for this factor was ( $M= 2.22$ ) & the standard deviation was ( $SD=.64$ ) which shows most teachers do not use evaluation skills. The results of this study are also consistent with the results of the study conducted by Kaleem (2010) that the teachers do not use evaluation techniques properly and also the teachers are lacking the classroom management skills to maintain good discipline.

#### 4. Conclusion

In light of this study, it is concluded that most teachers do not use acquired skills in actual classrooms which they got through the teacher training program. The teachers do not have lesson planning, presentation, and lesson management skills. They also don't have command over the subject and they do not use modern methods of teachings in their classrooms. They use old methods of teaching as a purely teacher-centered lecture method. Furthermore, teachers do not have evaluation skills to measure the student's performance and to know the students' strengths and weaknesses. The heads of schools viewed that teachers do not use those techniques acquired in the teacher training program in the actual classroom because they are not interested in a teacher training program mostly teachers just attend training for remuneration. Some headteachers were of the view that the shortage of teachers and high enrollment is a reason for that. Some headteachers opined that new technique like classroom material and A.V aids are needed which the government is not providing to us. Another reason which is not followed by the education department is lack of monitoring and accountability. Furthermore, Head Masters opined that teachers have no capability and creativity to use modern technologies and methods in classrooms. Finally, it is concluded that there is a dire need to polish the teachers and highly qualified teachers are needed with high creativity and they must be trained from foreign countries to stand with the quality education. However, it is encouraging to note that teachers are maintaining a good social environment, good classroom discipline, and behavior. Thus, it is finally concluded that whatever teachers acquired during the teacher training program (B.ED & M.Ed.) do not implement in actual classrooms.

#### 5. Recommendations

- During training programs more concentration should be placed on planning skills.
- Proper training with modern techniques and tools is needed.
- Teachers must have command over the subject and they should be updated in providing the latest subject information.
- Teachers should use modern methods of teachings in their classrooms with modern tools to make classes student-centered.
- Teachers should have evaluation skills to evaluate students. They must know about the types of evaluation formative and summative to know the students' strengths and weaknesses.

#### 6. REFERENCES

- Darling-hammond, L., Flook, L., Cook-harvey, C., Barron, B., Flook, L., Cook-harvey, C., Darling-hammond, L., Flook, L., Cook-harvey, C., & Barron, B. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Jonsson, A., & Lennung, S. A. (2011). Investigating the Development of Analytical Skills in Teacher Education. 2(July), 3–17.
- Karakuş, M., & Karakuş, F. (2017). Examining teaching of professional concepts in teacher training and investigating students' cognitive structures regarding professional concepts. 12(24), 1230–1241. <https://doi.org/10.5897/ERR2017.3416>
- Keow, T., Mohd, H., & Hashimah, N. (2015). Soft Skills Integration in Teaching Professional Training: Novice Teachers' Perspectives. *Procedia - Social and Behavioral Sciences*, 186, 835–840. <https://doi.org/10.1016/j.sbspro.2015.04.204>
- Kuter, S. (2017). An Action Research on Developing Prospective Teachers' Inquiry Skills An Action Research on Developing Prospective Teachers' Inquiry Skills. October 2013. <https://doi.org/10.5901/jesr.2013.v3n7p317>
- Malik, S. K., & Urooj, T. (2012). Status of teacher education in Pakistan- A problem centered approach. 46, 8581–8586.



- Manasia, L., Ianos, M. G., & Chicioreanu, T. D. (2020). Pre-Service Teacher Preparedness for Fostering Education for Sustainable Development : An Empirical Analysis of Central Dimensions of Teaching Readiness. 4–6.
- Momanyi, M. (2019). Enhancing Quality Teacher Education Programs in Developing Countries (Issue January 2016). <https://doi.org/10.4018/978-1-4666-9948-9.ch010>
- Munir Khan 2006. Comparative Study of the Effectiveness of Formally trained and non- formally trained secondary school teachers MPhil thesis, Allama Iqbal Open University Islamabad, and p33-34.
- Pachauri, D., & Yadav, A. (2014). Importance of Soft Skills in Teacher Education Programme. 5(March), 22–25.
- Rehmani, A. (2006). Teacher education in Pakistan with particular reference to teachers ' conceptions of teaching. February, 495–524.
- Shami, A.P. (2010). Education in Pakistan, policies and policy formulation, National Book Founation, Islamabad.
- Singh, H. (2015). Strategies for Development of Life Skills and Global Competencies. November.
- Stephenson, J., & Stephenson, J. (2018). A Systematic Review of the Research on the Knowledge and Skills of Australian Preservice Teachers Australian Preservice Teachers. 43(4).

## Vote of Thanks

We are really thankful to the members of editorial and advisory board for their valuable time, suggestions and initiatives made possible to publish this issue.

We are specially thank to the following reviewers who spent their time and energies to review the papers in time to publish the first volume and issues of SJEST.

1. Prof. Satu Uusiautti (Finland)
2. Dr. Yusmarwati Yusof (Malaysia)
3. Dr. Siti Noor Fazelah M. Noor (Malaysia)
4. Dr. Anna-Marie Pelser (South Africa)
5. Dr. Moinuddin Haider (UK)
6. Dr. Andi Asrifan (Indonesia)
7. Dr. Razia Fakir Mohammad (Pakistan)
8. Dr. Iftikhar Ahmed Baig (Pakistan)
9. Dr. Afshan Huma (Pakistan)
10. Dr. Abida Siddiqui (Pakistan)
11. Dr. Muhammad Kamran Abbasi (Pakistan)
12. Dr. Fahad Sherwani (Pakistan)
13. Dr. Abid Malik (Pakistan)
14. Prof. Dr. Muhammad Yousuf Sharjeel (Pakistan)
15. Dr. Liaquat Ali Channa (Pakistan)
16. Dr. Najmunnisa Khan (Pakistan)
17. Dr. Sumera Umrani (Pakistan)
18. Dr. Kamal Ahmed Soomro (Pakistan)
19. Dr. Zaheer Abbas (Pakistan)
20. Dr. Tarique Bhatti (Pakistan)
21. Dr. Sumera Irum (Pakistan)
22. Dr. Abdul Waheed Mahessar (Pakistan)
23. Dr. Muhammad Saleem Chang (Pakistan)
24. Dr. Syed Asad Rizvi (Pakistan)
25. Dr. Abdul Sattar Gopang (Pakistan)
26. Dr. Ghazal Kazim Syed (Pakistan)
27. Dr. Shumaila Memon (Pakistan)
28. Dr. Amjad Ali Arain (Pakistan)
29. Dr. Aijaz Ahmed (Pakistan)

## Guidelines for Authors

The authors are required to STRICTLY follow the instructions given below for convenient processing.

### Format

The authors are required to strictly follow the APA Style Guide 6<sup>th</sup> for formatting their papers, failing which the paper will not be accepted for publication.

### Paper Length

The length of different papers can be ranged as follows:

Empirical papers (4000 – 8000)

Theoretical papers (4000 – 12000)

Review papers (4000 – 20000)

**Abstract** must begin with a new page. The abstract page should already include the page header (as given in [APA Style Guide](#)).

Keywords (max. 10 words) from paper must be listed in abstract. The abstract should be a single paragraph between 150 and 250 words.

For formatting details, please download and follow the [APA Style Guide](#). The completed research papers must be given as per above limits of different papers, excluding all figures, tables, references, and the title and abstract page. Final papers SHOULD NOT exceed the upper limit. In case the paper exceeds the limit the editors reserve the right to suggest for edition and modification.

### Paper Layout

The paper layout is as follows:

**Page setup:** A4, Portrait

**Margins:** Leave 1.5 inch margin on left side and one-inch margin on right side as well as top and bottom of each page

**Paragraph Indentation:** Indent each paragraph 2-4 spaces and apply the indentation consistently throughout the paper

**Line Spacing:** 1.0 throughout the entire paper

**Page Numbering:** Number page consecutively in the bottom corner, beginning with title page



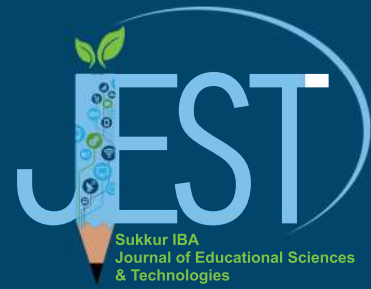
Vol. 1, Issue. 1 | January – June 2021



**Header:** In the flush left, use a shortened form of the title as a header.

### References

Please follow the [APA Style Guide](#) of referencing and references.



# Sukkur IBA Journal of Educational Sciences & Technologies



DEPARTMENT OF EDUCATION  
SUKKUR IBA UNIVERSITY  
AIRPORT ROAD, SUKKUR-65200, SINDH, PAKISTAN  
PH: 071-5644290 - 5644240