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Perceptions of Speech Language Therapists about Integration of Technology into Speech and Language Therapy of Children with Mental Retardation

Ghulam Fatima*  
Hina Fazil**  
Misbah Malik***  
Mehr Mohammad Saeed Akhtar****  
Iqra Ashraf*****  
Sumaira******

Abstract
The purpose of this investigation was to find out types of technologies being used in institutions working for children with mental retardation and explore perceptions of speech language therapists about the integration of technology into speech and language therapy of children with mental retardation. The population of study included all speech therapists working in seventeen institutions for children with mental retardation at Lahore, Pakistan. The sample of study comprised 20 speech therapists. A validated questionnaire (Cronbach Alpha 0.85) consisting of two parts, one about different types of technologies being used in different institutions and second part including 13 questions about the integration of technology was developed by the researchers. The respondents were required to respond on two point criteria (Yes and No). The collected data were analyzed and tabulated by using descriptive statistical techniques. The results indicated that communication books and computer soft wares were technologies largely integrated into speech and language therapy of children with mental retardation. It was also investigated that majority of speech language therapists were of the view that integration of technology proved helpful in developing speech and language of children with mental retardation.

Keywords: Technology, Integration, Speech Language Therapists, Children with Mental Retardation, Speech & Language Development

Introduction
Many speech-language therapists utilize traditional approaches in therapy which, despite being motivating and exciting, can become tedious and may cause regression and exhaustion in children receiving speech language therapy services. The integration of technology into speech and language therapy is a worthwhile addition for children having speech and language disorders. Speech language therapists are challenged to provide
remedial services to these children whose social, emotional and academic development is adversely affected and children with mental retardation are no exception (Murray & Parker, n.d.). The development of a large number of technology related new journals in the area of psychology and special education (e.g., the Journal of Special Education Technology, the Journal of Educational Multimedia and Hypermedia, the Journal of Computer Assisted Learning, etc.) strengthens the importance of technology for persons with special needs (Newman, 2004).

In the United States of America, No Child Left Behind Act (2001), puts emphasis on making all children technologically literate by the completion of 8th grade. Similarly according to the U.S. Department of Education (2002), the digital divide of school-aged children is a major concern in education. A digital divide is an incongruity among children regarding their levels of technological knowledge and skills. The No Child Left Behind Act describes the gap in student achievement with reference to the digital divide. To improve student achievement, the integration of technology into classroom learning experiences may possibly lessen the achievement gap. Technology provides a positive outlook for remediation of communication disorders and aids in achievement of speech and language goals for students having speech and language disorders. Learning disabled, hearing impaired, language disordered, and emotionally disturbed children benefited from technology integration and at times showed more significant gains using technology than their regular education counterparts (Green, 2004; Cotton, 1991).

The potential for technology to contribute to ‘the good life’ was a primary impetus for Public Law 100–407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988 (Tech Act). This Act noted that the provision of assistive technology (AT) devices and services to individuals with disabilities enables “individuals to have greater control over their own lives, participate in and contribute more fully to activities at their home, in school and work environments, and in their communities, interact to a greater extent with non-disabled individuals, and otherwise benefit from opportunities that are taken for granted by individuals who do not have disabilities” (p. 1044).

People with and without disabilities universally value goals of self-determination, inclusion and participation in one’s school or community, and enhanced social inclusion. This is no less true for people with mental retardation than anyone else. Technology can facilitate education and therapy and enhance physical functioning: ultimately, it allows fuller participation in the world of persons without disabilities. The position statement for the Council for Exceptional Children’s (CEC) Division on Developmental Disabilities noted that assistive technology devices could “enable persons with mental retardation and developmental disabilities to acquire important skills that may enhance their quality of life and result in greater independence in family and community settings” (Parette, 1997).
The American Association on Mental Retardation (AAMR) gave a functional definition of mental retardation emphasizing the interaction between the person with disability and the context, in which he or she lives, learns, works, or plays. By defining disability as a function of the interaction between the environment and a person’s functional limitations, the focus of the ‘problem’ shifts from being a deficit within a person to the identification and design of supports to address that person’s functioning within that context, with an enhanced focus on accommodations and modifications to the context. Technology, thus, becomes a critical support to enhance performance across multiple environments (Luckasson et al., 1992).

Research on successfully developing, evaluating, studying, and implementing a wide range of technology-based educational programs suggests that the value of technology for students will not be realized unless attention is paid to several important considerations that support the effective use of technology (ISTE, 2002; Byrom & Bingham, 2001; Chang, Henriquez, Honey, Light, Moeller, & Ross, 1998; Cradler, 1997; Frederiksen & White, 1997; Hawkins, Panush, & Spielvogel, 1996; Honey, McMillan, Tsikalas, & Light, 1996; National Foundation for the Improvement of Education, 1996; Pea & Gomez, 1992). These considerations are: specific educational goals and a vision of learning through technology, ongoing professional development and structural changes in the school day, a robust technical infrastructure and technical support and ongoing evaluation.

Verbal communication is an important part of daily living. Children with communication disorders or those diagnosed with Down syndrome or autism may require assistance when developing speech skills. Assistive technology including sign language, picture cards (PECS), communication boards, and electronic devices will aid children struggling to communicate and may even encourage speech development. (http://www.suite101.com/content/assistive-technology-for-speech-disorders-a158458).

Augmentative and alternative communication (AAC) is communication for those with impairments or restrictions on the production or comprehension of spoken or written language. Augmentative and alternative communication is any method that supplements or replaces speech and writing when these are temporarily or permanently impaired and inadequate to meet all or some of a person's communication needs (Beukelman & Mirenda, 1992). Use of AAC involves selecting messages or codes from a set of possibilities. The user can use these elements alone or in combination in order to communicate a variety of messages (Zangari, Lloyd, &Vicker, 1994).

According to Wehmeyer et al. (2004) the ubiquity of technology suggests that if one is to achieve a better quality of life, one must have, both access to and be able to use technology. Video technology is perhaps one of the most readily available technologies for parents, educators, and clinicians. In addition to being economically feasible and portable, many individuals can operate video equipment with very little instruction,
making it the technology of choice for many clinicians and researchers. Two studies in the late 80's demonstrated the utility of video modeling for teaching conversational skills to children with autism (Haring, Kennedy, Adams, & Pitts-Conway, 1987). Several studies have since supported this claim by illustrating that video modeling can be effectively used to teach conversational speech and language (Sherer et al., 2001).

Computer-based interventions are perhaps the most studied technology-based intervention for children with autism. Computers have been used to teach a variety of skills, including how to improve vocabulary (Moore & Calvert, 2000; Bosseler & Massaro, 2003), advance generative spelling (Kinney, Vedora, & Stromer, 2003), enhance vocal imitation (Bernhard-Opitz, Sriram, & Sapuan, 1999), and improve reading and communication skills (Heimann, Nelson, Tjus, & Gillberg, 1995). Additionally, researchers are working to present commonly used, low-technology interventions via computer. For example, social stories, an educational strategy developed by Carol Gray, have been presented in a multimedia, computer based format (Hagiwara & Myles, 1999), and activity schedules are being developed in Microsoft PowerPoint and used to teach children with special needs (Rehfeldt, Kinney, Root, & Stromer, 2004). Although the results of these studies vary in terms of their positive gains for children with autism, the overall results are quite favorable. For example, Bosseler & Masaro (2003) developed and evaluated a computer-animated tutor to improve vocabulary and grammar in children with autism. In their investigation, eight children were given initial assessment tests and tutorials, and were then reassessed 30 days following mastery of the vocabulary items. Data showed that students were able to identify significantly more items during posttest and recall 85% of the newly learned items at least 30 days after the completion of training.

Undeniably, the role of assistive technology in early childhood special education is a tool for learning, communicating, equalizing opportunities, and creating positive changes in the learning environment. A study was conducted to describe a proactive strategy for meeting the needs of young children with disabilities through an assistive technology toolkit approach. Surveys were completed by 38 early childhood special education professionals to assess what assistive technology tools are most useful for working with young children with disabilities. The results of this study identified a preliminary assistive technology toolkit for young children with disabilities. Of particular interest is that the respondents selected communication tools as most useful for working with young children with disabilities. This is not surprising since difficulty in learning language is the most common and often the first problem recognized in young children with disabilities (Lerner, Lowenthal, & Egan, 2003).

The integration of technology in speech language therapy paves the way to speech and language development for children with disabilities. However, it was important to explore the perceptions of speech language therapists about speech language
development in children with mental retardation after integration of technology. The traditional approaches to speech language therapy do not seem to bear encouraging results whereas speech language therapy being done with integration of technology may prove assistive to development of speech language in children with mental retardation.

Objectives of the study
The research was designed to achieve the following objectives:

i. To find out the types of technologies which are being used for the development of speech and language in institutions working for children with mental retardation in Pakistan?

ii. To explore perceptions of speech therapists about integration of technology in speech and language development of children with mental retardation.

Methodology
The population of study consisted of all speech language therapists working in different institutions for children with mental retardation in Lahore city of Pakistan. A sample of 20 speech therapists (16 females & 4 males) was selected using convenient and snow ball sampling techniques from different institutions for children with mental retardation. Out of these 20 speech therapists, 9 were from 7 schools, 11 from 5 hospitals and 3 from speech therapy centers. A large number of therapists (11) were having experience of 6 to 10 years, 13 speech therapists were having one year diploma in speech language therapy, 9 of them were having Master degree in psychology and there were only two speech language therapists who had secured Master degree in speech language pathology and in special education respectively.

A self developed questionnaire was used as an instrument for data collection which consisted of two parts. Part one comprised a list of 18 different types of technologies being utilized in speech language therapy and second part consisted of 18 statements. After piloting the questionnaire, 5 statements were deleted due to low internal consistency on inter item correlation matrix. The modified questionnaire consisted of 13 statements. The respondents were required to put a check mark (√) on one of two options e.g. “Yes”=1, and “No”=2. Reliability coefficient (alpha) was 0.85. The questionnaire was validated by a panel of seasoned speech language therapists. Questionnaires were personally distributed and then collected back by the researchers. The return rate was 100%. After data collection, data were analyzed and tabulated by using SPSS computer software by applying descriptive statistical techniques.
Data Analysis and Results

Table-1: Devices used in speech Therapy

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Technologies</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer software</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>Unaided AAC</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>3</td>
<td>Low tech</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>High tech</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>5</td>
<td>Transparent communication board</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>6</td>
<td>Keyboard text to speech generating device</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>7</td>
<td>Simple switch operated device</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>Speech generating device</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>9</td>
<td>Communication book</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>10</td>
<td>Static communication device</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>11</td>
<td>Head mouse</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>12</td>
<td>Wireless classroom microphones</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>13</td>
<td>Mobile device</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>14</td>
<td>Smart board</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>15</td>
<td>Online/ media</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>16</td>
<td>Podcasts</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>17</td>
<td>Computer therapy</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>18</td>
<td>Language development using mobile technologies</td>
<td>12</td>
<td>60%</td>
</tr>
</tbody>
</table>

Table 1.1 shows that out of above 18 technologies, communication books were the most frequently (90%) and computer soft wares was another largely integrated technology (65%) into speech and language therapy by speech language therapists for the development of speech and language skills in children with mental retardation.

Table-2: Frequency Distribution and Percentages of Responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Is technology helpful for the development of speech and language skills of children with mental retardation?</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td>Question</td>
<td>Yes (%)</td>
<td>No (%)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Can children’s speech and language disorders be diagnosed on time with the help of technology?</td>
<td>15</td>
<td>75.0</td>
</tr>
<tr>
<td>Does technology prove helpful in production of speech sounds accurately?</td>
<td>16</td>
<td>80.0</td>
</tr>
<tr>
<td>Can children create association between sound and object in a better way with the help of technology?</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Does unavailability of technology cause a big hurdle in speech and language therapy?</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Are children keenly interested in seeking speech and language therapy with help of technology?</td>
<td>16</td>
<td>80.0</td>
</tr>
<tr>
<td>Is technology being integrated in speech language therapy keeping in mind specific speech language disorders of children?</td>
<td>4</td>
<td>70.0</td>
</tr>
<tr>
<td>Do children become able to recognize unfamiliar sounds easily with the help of technology?</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Does the institution provide you with sufficient technology/ equipment for speech and language therapy?</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Are you satisfied with type of technology being integrated in speech and language therapy in your institution?</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Are speech and language related technologies provided to children with mental retardation belonging to poor families?</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Do children cooperate with you when speech and language therapy is imparted with integration of technology?</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td>Do children feel happiness on integration of technology into speech and language therapy?</td>
<td>18</td>
<td>50.0</td>
</tr>
</tbody>
</table>
Findings of the study

i. After collecting data from speech language therapists, it was found that out of 18 types of technologies, communication books were the most frequently integrated technology (90%) into speech and language therapy by speech language therapists for the development of speech and language skills in children with mental retardation.

ii. It was also found that computer software was another largely integrated technology (65%) into speech and language therapy by speech language therapists.

iii. All of the speech language therapists (100%) responded that technology was helpful in development of speech and language skills of children with mental retardation.

iv. Majority of speech language therapists (75%) responded that children’s speech and language disorders could be diagnosed on time with help of technology.

v. Majority of speech language therapists (80%) were of the view that technology proved helpful in production of speech sounds with accuracy.

vi. (55%) of speech language therapists responded that children could associate voice and object in a better way with the help of technology.

vii. (55%) of speech language therapists responded that unavailability of technology could cause a big hurdle in speech and language therapy.

viii. A large number of speech language therapists (80%) were of the view that children were keenly interested in seeking speech and language therapy with help of technology.

ix. Majority of speech language therapists (70%) were of the opinion that technology was being integrated into speech and language therapy keeping in mind specific speech and language disorders of children.

x. (55%) of speech language therapists opined that children did become able to recognize unfamiliar sounds easily with the help of technology.

xi. Only (40%) of speech language therapists responded that their institution provided them with sufficient technology/ equipment for speech language therapy.
xii. (60%) of speech language therapists showed dissatisfaction with type of technology being integrated into speech language therapy at their institutions.

xiii. Only (35%) speech language therapists reported that speech and language related technologies were provided to children with mental retardation belonging to poor families.

xiv. All of speech language therapists (100%) responded that children cooperated with them when speech and language therapy was imparted with integration of technology.

xv. A large number of speech language therapists (90%) responded that children felt happiness on integration of technology into speech and language therapy.

Discussion on Major Findings
This study has some predictable results. One of the major findings of study is that speech language therapists are employing computer software on a large scale in imparting speech and language therapy services to children with mental retardation. This major finding is supported by studies conducted by (Moore & Calvert, 2000; Bossler & Massaro, 2003; Bernhard-Opitz, Sriram & Sapuan, 1999; Heimann, Nelson, Tjus & Gillberg, 1995). All of these studies emphasize the use of computer software in teaching a variety of skills such as improving vocabulary, enhancing play related statements and improving reading and communication skills.

The present study has investigated that the communication books are the most frequently used technology in speech language therapy but no such study has been found which does possess finding consistent with this one. Rather, it has been suggested that picture cards (PECS) and communication boards may aid children to communicate and may even encourage speech language development (http://www.suite101.com/content/assistive-technology-for-speech-disorders-a158458). Another significant finding of the study shows that majority of children participates cooperatively in speech language therapy when it is imparted with integration of technology. This finding reveals consistency with studies conducted by (Murray & Parker) who contend that traditional approaches to speech language therapy cause exhaustion and boredom in children with communication disorders. But this exhaustion is replaced by enthusiasm when technology is integrated into this practice.

It is noteworthy that all of speech language therapists participating in the study as sample opined that technology does play a significant role in developing speech and language skills in children with mental retardation. The already available literature on the subject, No Child Left Behind Act (2001), Public Law 100-407, The Technology Related Assistance for Individuals with Disabilities Act of 1988 (Tech Act) put emphasis on the
provision of assistive technology devices and services to individuals with disabilities to have a greater control over their own lives, participate in and contribute more fully to activities in their communities, having interaction with non disabled community. Furthermore, it is a matter of great concern that institutions are not providing enough technology/equipment for the purpose of speech language therapy which may become an obstacle in providing speech language therapy services to children with mental retardation and communication disorders.

Conclusions
The study concludes that different types of technologies are being integrated into speech language therapy imparted to children with mental retardation. Speech language therapists do appreciate the integration of technologies to speech language therapy and they are well aware of the utilization of many types of technologies but these are not available in sufficient quantity in institutions rendering services of speech language therapy. The reason of unavailability of these technologies may be lack of financial assistance. It is of utmost importance to note that only (35%) speech language therapists reported that speech and language related technologies were being provided to children with mental retardation belonging to poor families. It implies that majority of speech language therapists were of the view that children with mental retardation belonging to poor families are kept deprived of integration of technology into speech and language therapy which presents a highly gloomy picture of the problem.

Recommendations
The following are some recommendations of the study:

1. Parents should get speech and language of their children with mental retardation assessed in the very beginning so that speech and language therapy may be started as early as possible.

2. Speech language therapists must be aware of effectiveness of use of technology in speech and language development.

3. All speech and language therapy institutions should be equipped with latest technologies. Government should provide financial assistance to these institutions for purchase and maintenance of equipment and devices.

4. Speech and language therapy of each child with mental retardation should be scheduled and provided on need basis.

5. Speech and language therapy institutions should conduct seminars and workshops for training of parents of children with mental retardation.
6. Speech and language related technologies should be made accessible and affordable for all children with mental retardation irrespective of their socioeconomic status.

7. There is only one department of special education of University of Karachi and a few of other governmental and non governmental institutions in Pakistan which offer Master degree and diploma courses in speech and language therapy which are not producing sufficient number of speech language therapists in the country to cater needs of children with speech and language disorders. However, special education departments of all Pakistani universities should start post graduate programs in speech and language therapy.

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Development of a Model for Streamlining Early Childhood Education in Pakistan

Farah Deeba*  
Muhammad Saeed Anjum**

Abstract
This article is based on a study aimed at developing a model for streamlining early childhood education (ECE) in Pakistan. The objectives of the study were to analyze the existing status, the existing facilities and practices at ECE level in public and private sector schools. The study was delimited to schools of Lahore Division of Punjab province. The population of the study included public sector schools with the facilities of early childhood education and from private sector schools, City School System and Educator School System with similar facilities. For sampling the schools of both sectors 16 from public and 16 from private sector (08 of both systems) were selected through stratified sampling technique. Sample of administrators was thirty two consisted of the Principals/ Headmasters, Headmistresses, including sixteen from public and sixteen from private sector schools. The sample size for teachers was ninety six including forty eight from private schools and forty-eight from public schools by selecting three teachers from each selected schools. Two different questionnaires were developed; one for administrators having thirty items and second for teacher with twenty-eight items. For statistical analysis of data, arithmetic mean, percentage was used. It was found that the majority of administrators and teachers have opinion that there is significant difference in the existing status of ECE as well in practices and facilities in public and private sector schools. Trained teachers are not available for ECE in both, public and private sector institutions. Government does not support ECE in both, public and private sector schools and no funds are allocated separately for ECE. Specific curriculum exists for early childhood education in both public and private sector schools. In their point of view, streamlining of existing status, practices and facilities at ECE level is very necessary because it will be very useful for children for future success and also in enhancing literacy rate. On the basis of all this: a model for streamlining early childhood education was proposed.

Keywords: Early Childhood Education, Primary Grades, Intermediate Grades, Postgraduate Level, Kindergarten, Preschool Education

Introduction
Education in Pakistan is divided into various levels including primary grades (one to five); middle grades (six to eight); high grades (nine and ten); intermediate grades (eleven and twelve); graduate level (thirteen and fourteen); postgraduate level (fifteen and sixteen) Kindergarten or nursery or Montessori or pre-school has also been included in

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various levels of education in Pakistan. In government schools preparatory classes Kachi or Paki were formally incorporated into the system in 1988 with the seventh five years plan which are called "awal adna" and "awal aala". A child begins his schooling in preschool at the age of 3 (www.wikipedia.org/wiki/educationinpakistan). Gardon and Browne (2000) have defined early childhood education as “Pre-school kindergarten, Nursery, Montessori and primary education from two to eight years”. In the same way, Essa (2005) has defined “Early childhood education a term encompassing developmentally appropriate programs that serve child from birth through age eight, to work effectively with young children”.

So the early childhood education refers to a group setting deliberately intended to affect developmental changes from birth to eight years. The early years of child’s life are the prime time for parents, teachers, administrators and caregivers to provide positive experience that will affect the rest of child’s life. Children develop faster during these early years than any other time of their lives (Gordon and Browne, 2000).

Ayub, Bano and Mukhtar (2006) quoted Margret (2000) that Montessori method in Pakistan is very old and though it was started enthusiastically, it soon lost its momentum due to several reasons. Similarly, nursery schools are working as a fashion without understanding its true spirit. ECE in Pakistan has not received much attention due to many reasons. Some of them are:

- No recognition of the system by the Federal and Provincial Government.
- The underlying philosophy of ECE is not completely understood by the authorities and private providers.
- No relationship of ECE system with formal system of Pakistan.
- Only rich parents can afford the expenses of such schools because their fees are so high that poor parents cannot afford.
- There is lack of equipment and trained staff for healthy development and learning of children.
- Parents are unaware of importance of ECE system.
- No budget allocation for ECE system.

According to National Plan of Action (2003), there is growing realization in Pakistan regarding importance and significance of early childhood education. Even then neither any clear cut policy nor quantifiable goals and targets could be set in this area. In order to cater the educational/learning needs of 3-5 year age group children, pre-primary education classes under different denominations such as kachi class, nursery and pre-nursery, kindergarten I and II are introduced and managed in some of the schools unofficially. In the education policy (1998-2010) there is a clear cut policy provision that kachi class will be introduced in formal schools (www.unesco.org/education/wef/counterreport/pakistan). However, pre-primary education has been recognized in the National Education Policy, 1998-2010. It is generally observed that no
formal measures have been undertaken to implement the policy provision at the school level, such as separate pre-primary classrooms, separate teachers; separate facilities. However, in private sector, the situation is better than public sector.

It is generally noted that in Pakistan, early childhood education is not getting attention of the policy makers. In Pakistan many schools are being opened in the name of Montessori, kindergarten without understanding their true spirit. It has also added to the problems. There is however, some pre-schools which have developed more effective programs. These programs brought out an awakening in the field of ECE. But there is lack of co-ordination and co-operations among these programs, institutions, organizations, public and private providers.

In this situation, streamlining of early childhood education (ECE) seems essential for the sake of economy, proper utilization of man power and benefiting the target group of children in the possible way. At the same time, streamlining is needed to make the ECE system consistent one as in Pakistan it is being carried out on varied lines without any co-operation among the providers. According to Worthom (1998), without accepting the concept of ECE as an ecosystem, we cannot meet present and future needs of children in early childhood as well as economic and human development for national progress according to the needs of changing world. Ecosystem includes all of various programs into a comprehensive support system. All ECE programs have greater commonalities than differences. Public schools, private schools, and universities can take steps in developing networks for improved services to families.

The above said target can only be achieved if ECE programs work under a common support system that guide public and private sector for effective provision of ECE because the basic purpose of such programs is that children will enter in the main stream of the society more successfully. However, this study aimed at the development of a model for streamlining early childhood education in Pakistan.

**Objectives of the Study**
The objectives of the study were

i. To analyze the existing status of early childhood education in Pakistan.
ii. To analyze early childhood education facilities in public and private sector schools.
iii. To analyze existing practices of early childhood education in public and private sector schools.
iv. To develop a model for streamlining early childhood education in Pakistan.

**Procedure of the Study**

- Schools of urban areas of Lahore Division of Punjab province.
Private sector schools working under the Educators School System and the City School System.

Public sector schools of (male and female) having early childhood level classes.

Total number of schools were (395) including (337) from public sector and (58) from private sector.

All the administrators, principals/headmasters/headmistress of schools where early childhood education is provided of both public and private sector. The total number of administrators was (395) including (337) from public sector and (58) from private sector.

All teachers (male and female) teaching at early childhood education level of both public and private sector schools. This total number of teachers teaching at pre-school level was (1359) including 1011 from public sector and 348 from private sector.

**Sample**

Sample was taken for data collection from the above mentioned population by adopting the following techniques.

- For the selection of sample, stratified random sampling technique was used to select eight branches of each school system. Total number of branches was (32) including (16) from public sector (male / female) and (16) from private sectors.

- Sample of administrators consisted of the principals /headmasters/ headmistress working in the selected branches. Thus sample size for administrators was thirty two (32) including (16) from public schools and (16) from private schools.

- Randomly selected three teachers from each branch of the selected schools, the sample size of teachers was ninety-six (96) including (48) from public schools and (48) from private schools (male / female) as sample of selected branches according to the requirement of research work. If there were more than three teachers teaching at ECE level in any school, then three teachers were selected randomly for sample.

**Instrument**

To collect data, two separate questionnaires were prepared for administrators and teachers consisting (30) thirty and (28) twenty eight items respectively in the form of five point rating scale. The five options for each statement were

- **SA** = Strongly Agree
- **A** = Agreed
- **UD** = Undecided
- **DA** = Disagree
- **SD** = Strongly Disagree
The questionnaires were got validated by the experts available at the Department of Education at Bahauddin Zakariya University, Multan. The questionnaires were re-designed and improved in the light of suggestions given by the experts. The tool was administered personally by the researchers. The data were analyzed percentage wise and mean wise. The researchers gave the marks to each positive option as under:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>DA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

After awarding marks to each option total scores were computed. The norm for acceptance or rejection of statement on the part of the administrators and teachers was 3.0. Mean score greater than 3.0 showed the higher level of agreement while mean score less than 3.0 showed the higher level of disagreement on the statement. In the light of the findings and conclusions from the data analysis and review of selected literature regarding ECE in different countries, a model for Pakistani situation was developed which was got validated by the experts of ECE selected from Bahauddin Zakariya University, Multan; Punjab University, Lahore and University of Education, Lahore.

**Analysis of Administrator’s Data**

The following findings and results were drawn from the analysis of administrators’ data.

**Table-1: Provision of physical needs**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical needs of students are properly catered at ECE level.</td>
<td>SA</td>
<td>05</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>08</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>03</td>
<td>09</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>13</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>03</td>
<td>09</td>
<td></td>
</tr>
</tbody>
</table>

Almost 50% administrators disagreed and 41% strongly agreed that physical needs of the students are properly catered at E.C.E. level. The mean score was 2.9 (less than 3.00) shows the higher level of disagreement on the statement as shown in table-1.

**Table-2: Importance of ECE at elementary schools**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE is given due importance at elementary schools.</td>
<td>SA</td>
<td>03</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>08</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>06</td>
<td>19</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>11</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>04</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>
Forty seven percent (47%) administrators disagreed while 34% agreed that ECE was given due importance at elementary schools. The mean score was 2.7 (less than 3.00) shows the higher level of disagreement on the statement as shown in table-2.

Twenty three percent (23%) administrators agreed and 60% disagreed that trained teachers for ECE level are working in schools. The mean score was 2.4 which indicates the higher level of disagreement on the statement as shown in table-3.

Table-3: Views about ECE trained teacher

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained teachers for ECE level are working in</td>
<td>SA</td>
<td>02</td>
<td>07</td>
<td></td>
</tr>
<tr>
<td>schools.</td>
<td>A</td>
<td>05</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>06</td>
<td>17</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>14</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>05</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

The table-4 indicates that 18% administrators agreed and 78% were disagreed that government supports ECE programs. The mean score of responses was 1.6 (less than 3.00) which indicates the lower level of agreement on the statement.

Table-4: Views about governments Support

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government supports ECE programmes.</td>
<td>SA</td>
<td>03</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>03</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>01</td>
<td>04</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>14</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>11</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

Fifty three percent (53%) administrators strongly agreed and 37% disagreed that special funds are allocated for ECE in public and private sectors. The mean score of responses was 2.8 (less than 3.00) which indicates the lower level of agreement on the statement as shown in table-5.

Table-5: Availability of special funds for ECE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special funds are allocated for ECE in public</td>
<td>SA</td>
<td>07</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>and private sector.</td>
<td>A</td>
<td>10</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>03</td>
<td>10</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>08</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>04</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Seventy two percent (72%) administrators agreed and 15% disagreed that ECE classes are possible in the formal school system. The mean score of responses was 4.0 (more than 3.00) which shows the higher level of agreement on the statement as shown in table-6.

Table-6: ECE in formal school system

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE classes are possible in the formal school system.</td>
<td>SA</td>
<td>07</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>16</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>04</td>
<td>13</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>02</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>03</td>
<td>09</td>
<td></td>
</tr>
</tbody>
</table>

Fifty nine percent (59%) administrators agreed and 35% disagreed that ECE schools provide pick and drop facilities to children. The mean score was 3.3 (more than 3.00) which shows the higher level of agreement on the statement as shown in table-7.

Table-7: Provision of pick and drop facility

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE schools provide pick and drop facilities to children.</td>
<td>SA</td>
<td>10</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>09</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>02</td>
<td>06</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>04</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>07</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Thirty eight percent (38%) administrators strongly disagreed and 40% strongly agreed that separate playing grounds are available for ECE students. The mean score was 2.9 (less than 3.00) which indicates the higher level of disagreement on the statement as shown in table-8.

Table-8: Availability of separate playing grounds at ECE level

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate playing grounds are available for ECE students.</td>
<td>SA</td>
<td>05</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>07</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>07</td>
<td>22</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>07</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>06</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Fifty one (51%) administrators agreed and 31% disagreed of ECE students are formally evaluated. The means score was 3.3 (more than 3.00) which indicates the higher level of agreement on the statement as shown in table-9.
Table-9: Formal evaluation of ECE students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE students are formally evaluated.</td>
<td>SA</td>
<td>04</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>12</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>06</td>
<td>19</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>07</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>03</td>
<td>09</td>
<td></td>
</tr>
</tbody>
</table>

Forty four percent (44%) administrators agreed and 47% were disagreed that refresher courses of ECE teachers are arranged. The mean score of 2.9 (less than 3.00) which indicates the lower level of disagreement on the statement as shown in table-10.

Table-10: Refresher courses for ECE teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses for ECE teachers are arranged.</td>
<td>SA</td>
<td>09</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>09</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>03</td>
<td>09</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>12</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>03</td>
<td>09</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Teachers’ Data
The large majority (91%) teachers were strongly agreed and 6% disagreed that at the ECE level students are taught with the help of printed material. Mean score was 4.3 (more than 3.00) which indicates the higher level of agreement on the statement as shown in table-11.

Table-11: Printed material for ECE students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>At ECE level students are taught with the help of printed material.</td>
<td>SA</td>
<td>27</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>36</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>15</td>
<td>03</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>07</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>11</td>
<td>02</td>
<td></td>
</tr>
</tbody>
</table>

Sixty seven percent (67%) teachers agreed and 27% disagreed that at ECE level students are tested orally. Mean score was 3.7 (more than 3.00) which indicates the higher level of agreement on the statement as shown in table-12.
Table-12: Use of oral testing at ECE level

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at ECE level are tested orally.</td>
<td>SA</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>37</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>06</td>
<td>06</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>06</td>
<td>06</td>
<td></td>
</tr>
</tbody>
</table>

Less than of 50 percent (46%) teachers agreed and 45%, disagreed that audio visual aids are used in ECE classrooms. Mean score was 2.9 (less than 3.00) which indicates the lower level of disagreement on the statement as shown in the table-13.

Table-13: Use of audio visual aids in ECE classroom

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio visual aids are used in the ECE classroom.</td>
<td>SA</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>26</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>09</td>
<td>09</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>23</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Forty seven percent (47%) teachers agreed and 52% disagreed that at ECE level parents remain in contact with teachers. Mean score was 2.9 (less than 3.00) which indicates the lower level of disagreement on the statement as shown in the table-14.

Table-14: Views about parents’ link with teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents remain in contact with teachers.</td>
<td>SA</td>
<td>18</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>18</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>07</td>
<td>01</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>21</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>32</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Table-15: Parents help in Study of Children at Home

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents help the children of ECE in their study at home.</td>
<td>SA</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>22</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>10</td>
<td>03</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>26</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
Slightly over 50 percent (56%) teachers disagreed and 46% agreed that at ECE level parents help the children in their study at home. Mean score was 3.1 (more than 3.00) which indicates the higher level of agreement on the statement as shown in table-15.

Fifty four percent (54%) teachers were agreed and 41% disagreed that at ECE level students are taught basic arithmetic. Moreover, mean score was 3.3 (more than 3.00) which indicates the higher level of agreement the statement as shown in table-16.

Table-16: Teaching of Basic Arithmetic at ECE Level

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are taught basic arithmetic at ECE level.</td>
<td>SA</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>32</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>06</td>
<td>06</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>18</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Fifty seven percent (57%) teachers were strongly agreed that individual attention is provided to ECE students by the teacher while 31% teachers were strongly disagreed. Mean score was 3.5 (more than 3.00) which indicates the higher level of agreement on the statement as shown in table-17.

Table-17: Individual Attention to ECE to ECE Students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual attention is provided to ECE students by the teacher.</td>
<td>SA</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UD</td>
<td>11</td>
<td>11</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>DA</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Conclusions

The study showed that in the public sector schools, no proper attention is given to the physical needs of students at ECE level but situation is a little bit better in private sector schools. No playing facilities are available in public sector schools whereas they exist in private sector schools. Trained teachers are also not available for ECE in both the public and private sector institutions. Government does not support ECE in both public and private sector schools and no funding is allocated separately for ECE but in budget of private sector schools ECE is properly catered. Students of ECE are formally (written examination) and orally evaluated and their results are reported to their parents and that’s why parents of ECE students especially of private sector schools remain in contact with teachers of ECE and hence they help their children in study at home also but situation is
worse in public sector school. There is no availability of refresher courses for teachers especially of public sector schools but situation is a little bit better in private sector schools.

**Description of Model**
On the basis of the findings of the study, the salient features of a proposed model for streamlining early childhood education in Pakistan are as under:

- Ministry of Education should be responsible for the administration and implementation of this model. There must be three wings for streamlining early childhood education: administrative wing, curriculum wing, and training wing.

- Training wing should be responsible for the training of teachers. The teacher training should consist of both the pre-service and in-service training.

- Curriculum wing should prepare curriculum for ECE students.

- For the administration of ECE, administration wing should directly approach the Director of Public Instruction (Elementary), who run the ECE department with the help of Deputy Director (ECE) with the assistance of Assistant Director Administration (ECE), Assistant Director Finance (ECE) and Assistant Director Planning (ECE).

- Assistant Director Administration should support Executive District Officer (EDO) who co-ordinate with District Education Officer (EDO) Elementary who runs the ECE programs with the assistance of Deputy District Education Officer (ECE).

- The proposed model has been given in the following illustration:
References


Impact of Effective Teachers on Students’ Academic Achievements

Col. (R) Muhammad Altaf Qureshi*
Hamid Khan Niazi**

Abstract

The purpose of study was to evaluate the Impact of Effective Teachers on Students’ Academic Achievements. The main objectives of the study were (1) to identify the traits of effective teachers (2) to investigate the skills employed by effective teachers to enhance effectiveness of teaching process (2) to explore the effects of effective teaching on students achievements, (3) To identify the principles of effective teaching (4) to identify the bottlenecks in effective teaching learning if any, and suggest measures to overcome these. The total sample included 200 subjects which comprised 20 heads of institution, 50 teachers from different educational institutions administered by Federal Government Educational Directorate, Islamabad, and 130 students selected randomly. Two questionnaires were developed for teachers and students separately to collect the basic information about teachers’ Academic qualifications, professional qualifications and the methodology/ principles employed by teachers to ensure effective teaching. Items regarding impediments of effective teaching and their remedial measures were also included in the questionnaire. For the statistical analysis of data, the Arithmetic mean, percentage and correlation were computed. Conclusions and recommendations were made based on findings of the study.

Keywords: Academic Qualifications of teachers, Professional Qualifications of Teachers, Students Achievements, Effective Teachers, Teaching process, Personal traits, Professional traits, Effective Teaching

Introduction

Education has a pivotal role to play in human development. It is the process of development from infancy to maturity. Education is a social service which influences human minds and causes a change in their behaviour and attitude. It helps in acquiring new knowledge and skills through formal and informal modes. Individuals are provided an opportunity to learn through exposure to new ideas and experiences. Teachers play a leading role in teaching learning situations. He is a model for his students. It is he who inspires, motivates and encourages the youth in the process of learning. His role is highly challenging as he transforms his knowledge, experience to youth and thus performs his task as an architect of a new generation. Teaching profession is a challenging job. It needs highly skilled, knowledgeable, experienced and dedicated teachers who are well
aware of their responsibilities. It is a well known fact that no educational system can perform effectively without effective teachers.

To impart knowledge to students effectively, a teacher has to be academically qualified and trained professionally. A trained teacher is certainly more effective than untrained teachers. A future teacher, therefore, must undergo pre-service education to train him in the intricacies of the field as well as for the proper behavior demanded by his profession. A good teacher puts into mind the main elements involving learning. The knowledge of learners individual differences, use of principles of learning and strategies of teaching, art to stimulate learning and the ways to diagnose students’ problems and their resolution make a teacher effective in an effective teaching activity. Effective teaching is necessary for effective learning as it inculcates interest and an urge to learn among students. According to Perrot (1982), “Effective teaching is a mode that produces inquiring, considering and seeking out at the correct or incorrect results and ability in teaching. It is just like plugging in the field for the sake of good crop. Mode of effective teaching is a function of a large number of variables e.g. standards of teaching, what you like to teach, what do you want your students to learn, how much time is available and want is the frame of teaching”

Teachers leave an indelible impression on their students’ lives and minds. Their future actions and activities generally have a stamp of those teachers who were effectively involved with them in their school days. Effective teachers are caring and kind. They have the ability to establish a shared environment which helps in developing cordial and friendly relationships between teachers and students. The effective teachers are open to students’ ways of being imaginative and also utilized many approaches to learning. Such practices motivate and inspire students to participate in the learning process willingly.

Effective Teacher
The effective teacher is a leader who can inspire and influence students through expert and referent power. He knows his subject well and is kind and respectful toward his students. An effective teacher empowers students and inspires them to do things which they are unable to perform otherwise. The effective teacher will be thoughtful and committed with his/her job and make a sincere attempt to know how his children perceive the environments around them, what are their likings and disliking, what attracts and holds their attention, how they can be stimulated, persuaded, induced etc. According to Borich (1992), an effective teacher is one who concerns students' learning outcomes. He or she is expected to demonstrate five key behaviors and five helping behaviors in teaching. Five key behaviors are: lesson clarity, instructional variety, task orientation, engagement in the learning process, and student success. Five helping behaviors are: 1) using student ideas and contributions, 2) structuring, 3) questioning, 4) probing, and 5) teacher affect. Effective teachers are those who endeavor to achieve goals which they set for themselves or goal assigned to them by others for which they need to have knowledge
and skills. According to Mendley (1982) knowledge and skills fall under the heading of “Teachers Competence” whereas use of this knowledge and skills in class room is referred to as “Teachers’ Performance.”

Effective Teaching
Effective teaching is a dynamic and well-planned process. Its objective is to acquire maximum learning process. In order to achieve this great objective, various methods and techniques are used. Teaching methods emphasize proper and systematic planning on content, while teaching techniques emphasize psychological and logical aspect and hint those ways by which teaching can be impressive and effective.

Characteristics of Effective Teachers
Following characteristics of effective teachers are identified as laid down in National Research Center on English Learning Achievement, 1998;

- **Preparedness:** Effective teachers come to class well prepared and start class on time.

- **Optimistic:** They have optimistic attitude about being a teacher and about students essentially required for maintaining optimistic classroom environment.

- **Ability to Motivate High Academic Engagement and Competence:** Most students are engaged in academic activities most of the time, even in the absence of teacher.

- **Excellent Class Management:** Teachers in the most effective classrooms manage student behavior, student learning, and instructional aides and specialists well, using a variety of methods.

- **Ability to Foster positive, Reinforcing, Cooperative Environment:** The effective teachers have the ability to provide positive reinforcement to their students and face discipline problems rarely.

- **Encouraging Self-Regulation:** Teachers teach students to self-regulate, encourage students to choose appropriate skills when they face a task rather than wait for the teacher to dictate a particular skill or strategy.

For effective teaching, an effective teacher’s role is imperative, who should possess following characteristics clustered as professionalism, thinking/ reasoning, expectations and leadership (UNESCO, 2004, p.20).
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Characteristics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Commitment</td>
<td>Commitment to doing everything possible for each student and enabling all students to be successful</td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
<td>Belief in own ability to be effective and take on challenges</td>
</tr>
<tr>
<td></td>
<td>Trust worthiness</td>
<td>Being consistent and fair, keeping one’s words</td>
</tr>
<tr>
<td></td>
<td>Respect</td>
<td>Belief that all individuals matter and deserve respect</td>
</tr>
<tr>
<td>Thinking and reasoning</td>
<td>Analytical thinking</td>
<td>Ability to think logically, break things down and recognize cause and effect</td>
</tr>
<tr>
<td>Expectations</td>
<td>Drive for improvement</td>
<td>Relentless energy for setting and meeting challenge targets, for students and schools</td>
</tr>
<tr>
<td></td>
<td>Information seeking</td>
<td>Drive to find out more and get to heart of things, intellectual curiosity</td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td>Drive to act now and pre-empt events</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
<td>Ability and willingness to adapt to the needs of situation and change tactics</td>
</tr>
<tr>
<td>Leadership</td>
<td>Accountability</td>
<td>Drive and ability to clearly set expectations and parameters and hold others accountable for performance</td>
</tr>
<tr>
<td></td>
<td>Passion for learning</td>
<td>Drive ability to support students in their learning and to help them become confident and independent learner</td>
</tr>
</tbody>
</table>

*Source: Adapted from Hay Mcber (2000)*

**Objective of Study**
- To identify the traits of effective teachers
To investigate the skills employed by effective teachers to enhance effectiveness of teaching process
To explore the effects of effective teaching on students achievements,
To identify the principles of effective teaching
To identify the bottlenecks in effective teaching learning if any, and suggest measures to overcome these impediments.

Methodology
A sample comprising 500 respondents was selected randomly for three different categories namely, students (350), teachers (100) and heads of institutions (50) from FG institutions Islamabad. Two questionnaires were designed separately for students and teachers. The questionnaire designed for teachers was also administered to heads of institutions for collection of data. The questionnaire was designed to investigate traits of effective teachers, strategies employed by teachers for effective teaching, effects of effective teaching on students’ achievements and the problems related to effective teaching.

Findings
Student’s responses about Effective Teachers
Following are the findings as inferred from student’s responses:
  i. Effective teachers come to class in time and try to complete their scheduled program.
  ii. They are professionally competent and know their subject
  iii. They are helpful and guide their students in their learning.
  iv. They are cooperative and mix with the students.
  v. They are democratic in approach but firm.
  vi. They understand the problems of students and guide them in their resolution.
  vii. They are more concerned about students’ achievements.
  viii. They are impartial and do not have any biases.
  ix. They set clear goals for their students
  x. Favoured those teachers who were innovative and used different training aids in learning process.

Heads / Teachers’ responses about Effective Teachers
  i. Professionally competent, hardworking and devoted
  ii. Honest in dealing with students
  iii. Fair and unbiased
  iv. Inculcate a competitive spirit in students
  v. Polite and respectful to students
  vi. Emphasize problem solving
  vii. Study individual students and concentrate on individual differences in the learning process.
viii. Use practical example while teaching
ix. Publically appreciate good students’ behavior
x. They trust their students.
xi. Flexible but firm while dealing with students
xii. Use all possible ways to ensure understanding of the subject and help students in their success
xiii. Help in building students’ confidence in learning

Heads / Teachers’ responses about the impediment of effective teaching
Following impediments in effective teaching were identified by the teachers and head teachers:
i. Students’ characteristics, such as socio-demographic, aptitudes and interests influence the efforts in imparting effective lesson.
ii. Lack of in-service training opportunities for teachers
iii. Ineffective curricula used in teacher training institutions
iv. Lack of resources for development of teacher training institutions
v. Untrained and inexperienced teacher trainers
vi. Lack of training facilities in educational institutions
vii. Heavy workload of teachers
viii. Lack of rotation of teachers essentially needed for improvement of all round education and training
ix. Lack of training facilities in educational institutions for development of teachers.

x. Poor status of teachers in society
xi. Lack of fair appraisal of teachers
xii. Lack of training aids in classrooms
xiii. Lack of appreciation and motivation of good work
xiv. Lack of independence of teachers in learning environment

Discussion
Good teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Ericksen, 1978). Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. The teachers who remain intellectually curious, professionally vital both inside and outside the classroom and maintain an enviable passion for children and the learning are reminded by their students even in future for their devotion to profession and compassion. In many instances students spend more time with teachers than their parents hence heavy responsibilities lie on their shoulder to develop their personality with a view to preparing them as the future leaders. Thus a teacher need to be more knowledgeable experienced and have high expectations from their students for accomplishment. They have to be creative in their approach to acquaint their students with the realities of life. They must seek ways to make the classroom experiences exciting, memorable and life-like. An effective teacher is passionate,
involved and dedicated in the affairs of his students. They treat them as human and desire that they should be adequately equipped with all traits and strengths needed to face the hard realities of life in future. Teachers leave lasting impression on their students’ minds. School experiences and memories have the potential to last a lifetime in students’ minds and can play a significant role in their future life. The effective attitudes, behaviour and actions employed by teachers ultimately make a significant difference on the lives of their students.

Teachers’ job in preparing the future leadership is extremely difficult and challenging which needs exhaustive training and a broad knowledge base. He has to keep himself abreast with latest knowledge and teaching styles, techniques and strategies. An effective teacher needs to establish, manage, maintain learning focused classroom environments and monitor students’ classroom progress to identify their potentials and make arrangements for their guidance and counseling. He must be fully conversant with the use of technology tools to collect, organize, analyze, disaggregate and report on students’ achievements. According to Ayas, (2006, p. 29), “One component of quality teaching is the effective integration of technology into curriculum and instructional practices on the university campus and in the school classroom is essential for teachers to know and use technology successfully in their teaching and assessment practices”. Mastering instructional technology skills and utilizing it towards creating an improved teaching and learning environment is of utmost importance to teachers in creating a new learning culture. To ensure that technology is used to facilitate quality education, it is necessary to prepare pre-service and in-service teachers with strategies for using technology appropriately. Practices within the school, including the administrative leadership, curricular content, utilization of resources and technological skills, can powerfully affect student achievements.

According to Moyle (2007, p.23), “professional development of teachers is conducted on the assumption that improved teacher capabilities, e.g. in integrating educational technologies into their teaching, will in turn improve student learning outcomes”. In future, the role of teachers will still result in improved student learning, but will require the teacher to have broader capabilities than content knowledge and pedagogy skills. Those teachers will need to be technologically competent and information-literate Averse results are reached with ineffective teaching practices. Ineffective teachers hardly leave any impregnable impressions onto the minds of students. Their achievements are not worth mentioning and they cannot boast upon their experiences in school. Demotivation, lack of zeal and enthusiasm among the students are the indicators of their worst experiences in school. Their attitude and behaviour is found to be totally averse to their ambitions and desires. These all symptoms are linked to an unimaginative, ineffective and unmotivated teacher. Lack of motivation, professional inefficiency, and lack of communication skill,
lack of involvement and interest of teachers in students’ affairs are the major impediments in effective teaching process and make the teachers efforts redundant towards achievement of students’ goals.

**Results**
From the respondents’ responses it is revealed that the students who were associated with teachers who demonstrated kindness, shared responsibility, allowed freedom of action, unbiased were remembered and respected by the students. Their achievements were better and more pronounced as compared to those students whose teachers were authoritative and were impassive in their affairs. The heads of institution stressed provision of better teaching facilities and training opportunities to the young teachers for enhancing their teaching performances to augment students’ outcomes.

**Recommendations**
Following are recommendations made for enhancing teachers’ effectiveness:

(a) A future teacher must undergo pre-service education to train him in the intricacies of the field as well as for the proper behaviour demanded by his profession.
(b) Maximum opportunities may be provided for in-service training and development of teachers.
(c) Curriculum of teacher training programmes needs to be revised and updated according to present needs and challenges to teaching profession.
(d) Effective training of teacher trainers to refresh the training needs in the present scenario.
(e) Educational technology needs to be emphasized in teacher training programmes
(f) Adequate resource allocations for provision of training aids in educational institutions
(g) Exposure of teachers to different methodologies and strategies of teaching through model lessons by experts

**Conclusion**
A teacher plays a pivotal role in the learning process and through his effective teaching methodologies he influences the academic outcomes of students. The personal and professional traits of a teacher when grouped together make him a balanced personality who with his knowledge, experience and proficiency in the skills and techniques in the realm of teaching, contribute effectively in the learning process. He leaves an everlasting impression on to the minds of students who endeavour to follow his footprints in their future life. Effective teachers genuinely care, like, accept, and value their students. These teachers demonstrate kindness, share responsibility, accept diversity, foster individual instruction, and encourage creativity. With these skills and traits, they will have the
potential to be an effective teacher who will be remembered fondly by former students. It is therefore extremely essential to provide all possible opportunities for the teachers to equip them with the basic traits essentially required to be an effective teacher.

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A Study on Achievement Goals Determining Learning Strategies of Undergraduate College Students

Sarwat Sultan*  
Irshad Hussain**

Abstract
This study examined the students’ learning strategies in relation to achievement goals. Two hundred and eight (208) female undergraduate college students completed the Achievement Goal Questionnaire and Cognitive/Metacognitive and Motivational Scalse. Findings of this study presented overall empirical support for the achievement goal theory in the context of learning strategies. Findings revealed that mastery-approach/avoidance goals were the positive significant predictors of deep processing, persistence, and effort. Performance-approach goals were found as positive predictor of surface processing, persistence, and effort while performance avoidance goals predicted the surface processing and disorganization.

Keywords:  Achievement Goals, Study Strategies, Motivation, College Students.

Introduction
Learning and achievement are interrelated constructs in education and training. Students learn to achieve certain goals specified to a particular level of education. In other words goals are standards to measure the learning of students at a specified stage which are expected to be met by them. These goals also inspire students by enhancing their learning to achieve them. The phenomenon may be labeled as achievement motivation. The achievement motivation appears to accomplish the construct of achievement goals. Therefore, achievement goals are considered to be the motives making students learn for achieving them properly. These are motivational forces behind learning of students. Typically, the achievement goals are behaviors related to attaining class evel competencies (Elliot, 1997) which students are desired to acquire. Simialrly, Dweck (1986, & 1999) indicated two types of goals consisting on mastery goals and performance goals. Urdan (1997) further explained that the former goals focus on acquisition of competence through skills and mastery in the learned task; whereas the later (i.e. the performance) goals characterize as accomplishment of competencies for the purpose of social comparisons and for avoiding the negative feedback from others.

Elliot & Church (1997) stated that mastery and performance goals are distinctive in terms of approach and avoidance motivation. The mastery-approach goals refer to the most positive perspective and focus on developing competence to be skillful and learned. Students aiming at mastery-approach goals are desired to learn new skills and enhance

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their competencies with understanding; whereas, the mastery-avoidance goals refer to avoiding the failure to learn with understanding (Ames, 1992). Performance-approach goals are focused on relative competencies in certain context. The students having learnt performance-approach goals acquire competency for social comparisons and exhibit their abilities, while performance-avoidance goals reflect avoidance to the negative assessment about their competencies by others. Therefore, students work and study to prove them better others while in comparison with them by avoiding a perception of being incompetent (Urdan & Maehr, 1995). Hence the learning strategies assumed by the students vary in relation to their cognitive/ metacognitive and motivational aspects. Nolen (1996) found these strategies to be significant for realizing achievement goals intended by students. However, Entwistle (1988) asserted three important strategies in cognitive and /or metacognitive domain including deep processing, surface processing, and disorganization.

Pintrich, Smith, Garcia, & McKeachie (1993) defined the three strategies individually. The deep processing strategy grounds in critical thinking for justifying reliability of knowledge. It accumulates new knowledge blending with earlier information. Similarly, the surface processing embraces rote learning of information by incorporating recalling of learning materials. However, the disorganization deals with difficulties of students which they face in developing and processing integrated methods of learning.

The study conducted by Miller, Greene, Motalvo, Ravindran, & Nichole (1996) revealed mastery goals to be significant predictors of deep processing for knowledge building. Similarly, Anderman, Griesinger, & Westerfield, (1998) asserted that deep processing strategy was used by those students who focussed on mastery goals of their learning. Also Miller, Greene, Montalvo, Ravindran, and Nichols (1996) found mastery goals as significant predictors for persistence and effort for learning. In the continuation, the study of Bouffard, Boisvert, Vezeau, & Larouche, (1995) depicted that students focusing to achieving mastery goals, tend to work persistently in learning difficult courses. They work hard (put hard efforts) to learn with understanding the disorganized concepts. In this regard Elliot (1997) considered mastery goals central to motivation associated with achievement.

The above discussion establishes significant relationship of mastery goals with deep processing, persistence and efforts of students for learning. However, surface processing may not be overlooked as rote memorization helps in mastering the skills and comprehensive learning. But Entwistle (1990) agued surface processing to be dissimilar to mastery goals as it involved an inactive and extrinsic mode of learning. Likewise, mastery goals are also unrelated to disorganization rather negative predictors as students face problems to establish organized patterns of their study (Elliot & Church, 1997). The research conducted by Greene & Miller (1996) investigated relationship between performance goals and deep and/or surface processing by postulating that performance

40
goals were positive predictors of surface processing and unrelated to deep processing. Bouffard, Boisvert, Vezeau, & Larouche (1995) asserted that relationship of performance goals with persistence and efforts was ill-defined due to different patterns of performance-approach and performance-avoidance goals.

The main objective of the present study was to explore the different achievement goals as predicting factors for learning strategies. Therefore, keeping in view the above empirical considerations, it was hypothesized that mastery goals will negatively predict the surface processing and disorganization. However, the main hypothesis related to the prediction of students’ learning strategies by their orientations of achievement goals was established on the basis of literature.

Method
Participants
A total of 208 undergraduate college students participated voluntarily in this study. The mean age of participants was 18.39 (2.04) years old with a range of 17-21. Utilizing non-probability approach, convenience sampling technique was used to select the sample. All the participants were of different socio-economic class.

Measures
The following instruments were used to achieve the objectives of present study.

Achievement Goal Scale
Achievement Goals Scale (Elliot & MC Gregor, 2001) is 7-point self-reported scale designed to measure the four types of achievement goals. It is a 12 Item scale. The scale provides a score for each of the following four kinds of achievement goals. To obtain the score against each kind of goal, responses are added on items given below. Split-half reliability yielded a significant coefficient of 0.69.

Mastery_ Approach goal (item 3, 7 and 11)
Mastery – Avoidance goals (item 2, 6 and 10)
Performance – Approach goals (item 1, 5 and 9)
Performance – Avoidance goals (item 4, 8 and 12)

Cognitive/metacognitive and Motivational Study Strategies
Cognitive/metacognitive and Motivational Study Strategies Scale has been derived from the pool of revised items from the measure by Pintrich et al. (1993). It has 21 items with a 7-point likert scale indicating 1 as not at all true of me and 7 as very true of me. The scale measures deep processing (5 items), surface processing (5 items), disorganization (5 items), persistence (4 items), and effort (2 items). Split-half reliability yielded a significant co-efficient of 0.71.
**Procedure**

The data was collected during regularly classes in college after obtaining permission and consent from principal and students. The questionnaires were distributed in intact classes by the first author. Item were read aloud one by one to the students. Students were instructed to answer every item as truthfully as they could. They were also allowed to ask questions if they had difficulty understanding items in the questionnaire. They were also assured about the confidentiality of their responses, and were informed that their teachers would not have access to their responses.

After obtaining the data, the whole information was statistically analyzed using SPSS-17.

**Results**

Using SPSS (Statistical Package for Social Sciences), *t*-test was used to investigate the significance of differences in the achievement Goals between scores of students of annual and semester systems.

**Table-1: Descriptive Data and Correlation Matrix for the Scores of Achievement Goals and Study Strategies**

<table>
<thead>
<tr>
<th>Approach</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery-approach goals</td>
<td>12.34</td>
<td>4.52</td>
<td>-</td>
<td>.63*</td>
<td>-.49*</td>
<td>-.71**</td>
<td>-</td>
<td>.21</td>
<td>.73**</td>
<td>.70**</td>
<td></td>
</tr>
<tr>
<td>Mastery-avoidance goals</td>
<td>11.92</td>
<td>4.19</td>
<td>-</td>
<td>-.46*</td>
<td>.51*</td>
<td>.67**</td>
<td>-</td>
<td>.33*</td>
<td>.71**</td>
<td>.74**</td>
<td></td>
</tr>
<tr>
<td>Performance-approach goals</td>
<td>10.11</td>
<td>3.15</td>
<td>-</td>
<td>.58*</td>
<td>-.32*</td>
<td>.61*</td>
<td>.59*</td>
<td>.60*</td>
<td>.62*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance-avoidance goals</td>
<td>10.46</td>
<td>4.22</td>
<td>-</td>
<td>-.31*</td>
<td>.63*</td>
<td>.60*</td>
<td>.48*</td>
<td>.51*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deep Processing</td>
<td>4.21</td>
<td>1.62</td>
<td>-</td>
<td>-.22</td>
<td>-.17</td>
<td>.61*</td>
<td>.71**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surface Processing</td>
<td>4.53</td>
<td>1.73</td>
<td>-</td>
<td>-.14</td>
<td>.39*</td>
<td>.42*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disorganization</td>
<td>3.07</td>
<td>1.51</td>
<td>-</td>
<td>-.11</td>
<td>-.16</td>
<td>.67*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>5.16</td>
<td>0.44</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>4.32</td>
<td>1.23</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < 0.05, **p < 0.01

Table-1 shows the mean, SD, and correlations for the scores of achievement goals and study strategies. Results indicate that mastery-approach/avoidance goals are positively correlated with deep processing, persistence, and effort. Performance-approach goal is found to be positively related with surface processing, persistence, and effort, while performance-avoidance goal is positively related to surface processing and disorganization.
Table-2: Multiple Regression Analyses showing Achievement Goals as predictors of Study Strategies

<table>
<thead>
<tr>
<th>Achievement Goals</th>
<th>Deep Processing</th>
<th>Surface Processing</th>
<th>Disorganization</th>
<th>Persistence</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery-approach goals</td>
<td>.81**</td>
<td>-.35*</td>
<td>-.23</td>
<td>.74**</td>
<td>.71**</td>
</tr>
<tr>
<td>Mastery-avoidance goals</td>
<td>.67**</td>
<td>-.28*</td>
<td>-.17</td>
<td>.65**</td>
<td>.63**</td>
</tr>
<tr>
<td>Performance-approach</td>
<td>-.14</td>
<td>.61**</td>
<td>.18</td>
<td>.60**</td>
<td>.64**</td>
</tr>
<tr>
<td>Performance-avoidance</td>
<td>-.11</td>
<td>.54**</td>
<td>.46*</td>
<td>.26*</td>
<td>.23*</td>
</tr>
</tbody>
</table>

*p < 0.05, **p < 0.01

Table-2 indicates the standard regression coefficients from multiple regression analyses using the basic regression model comprising mastery-approach goals, mastery-avoidance goal, performance-approach goal, and performance-avoidance goal. Regression analyses demonstrated that the regression of deep processing (Adjusted $R^2 = .32$, $p < 0.01$) indicated positive significant association with mastery goal. Deep processing was found to be positively predicted by mastery-approach goals $F(1, 206) = 37.12, p < 0.01$ ($\beta = .41$) and mastery-avoidance goal $F(1, 206) = 31.51, p < 0.01$ ($\beta = .38$). Surface processing was positively predicted by performance-approach goals $F(1, 206) = 29.61, p < 0.01$ ($\beta = .47$) and performance-avoidance goal $F(1, 206) = 25.81, p < 0.01$ ($\beta = .39$). Disorganization was positively predicted by performance-avoidance goals $F(1, 206) = 22.09, p < 0.05$ ($\beta = .24$). Persistence was found positively predicted by mastery-approach goals $F(1, 206) = 39.62, p < 0.01$ ($\beta = .43$), mastery-avoidance goal $F(1, 206) = 34.77, p < 0.01$ ($\beta = .40$), and performance-approach goals $F(1, 206) = 33.69, p < 0.01$ ($\beta = .42$). Study strategy of effort was also positively predicted by mastery-approach goals $F(1, 206) = 41.12, p < 0.01$ ($\beta = .47$), mastery-avoidance goal $F(1, 206) = 44.13, p < 0.01$ ($\beta = .48$), and performance-approach goals $F(1, 206) = 37.19, p < 0.01$ ($\beta = .46$).

Discussion

Considering the achievement goal model, this paper has presented an investigation into the relationship between students’ achievement goals orientations and their learning strategies. After literature review, it was hypothesized that mastery-approach/avoidance goals will predict the deep processing, persistence and effort. The results of the present study are highly consistent with the hypotheses. Results showed the strong relationship of mastery goals with deep processing, persistence, and effort (Table-1). Mastery-approach and mastery-avoidance goals were found positive strong predictors of strategies of deep processing, persistence, and effort. These findings are also in tune with the findings of study by Anderman and Young (1994) who reported that scholars who set their goals to become master and competent in the course learn the course content with deep
understanding. They study in the way that they don’t leave any point unclear. They work hard consistently to understand fully the difficult and arduous subject (Pintrich & Schrauben, 1992). They effort until get the satisfactory answers to confusing questions (Meece & Holt, 1993).

Central to achievement goal theory, performance-approach goals are viewed similar to mastery-approach/avoidance goals because both are based on the need for achievement but at the same time are viewed as different from mastery goals because performance-approach goals are focused on external outcomes of achievements, and are associated with fear of failure (Elliot, 1997). Keeping this link of performance-approach goal with mastery goals, it was hypothesized that performance-approach goals will be the predictor of persistent and effortful study behavior. The results are also in favor of hypothesis and showed that performance-approach goal was positive predictor of persistency and effort. It implies that students who have performance-approach goals follow the persistency and effortful behavior while studying.

It was also assumed that performance-approach and performance-avoidance goals will be related to surface processing and will significantly predict the surface processing during studying. Findings of present research support the hypothesis and postulated that surface processing was positively predicted by performance-approach and performance-avoidance goals. Due to the inherent nature of performance goals, it was anticipated that students focusing on performance goals learn the learning material through surface processing. These findings are in line with the work of Harackiewicz, Barron, Carter, Tauer, & Elliot (1999). Authors discussed the findings in the context that performance goals are related to surface processing but are unrelated to deep processing.

Due to the unavailability of the literature about disorganization, no anticipation was made in this regard. However results suggested the positive relationship of disorganization with performance-avoidance goals while null relationship with mastery goals. Overall findings revealed that mastery goals are related with deep processing, persistence, and effort behaviors during studying while performance goals explain the factors of surface processing and disorganization in learning process. Grounded in the fact that both mastery and performance goals are based on need for achievement thus are significant positive predictors of persistent and effortful behavior patterns of learning.

Limitations & Suggestions
Having carried out this study, it is stated with a fair degree of confidence that achievement goals predict the learning strategies. However, based on this data findings cannot be generalized as the data was obtained only from female college students. This research is needed to be replicated to strengthen the findings of present study with male students as well. Present study has examined only the role of achievement goals. Given the multiplicity of agents that may influence the study strategies, it is obvious that future
researches are invited to incorporate several other variables as predictors of study strategies like perceived competence, perceived support, test anxiety, and locus of control.

References


Impact of Flood on the Psychological Health of Skilled Women in Pakistan: A Case Study of District Dadu in Sindh

Zareen Abbasi*
Shamim Soomro**
Wajeeha Brar***

Abstract
This is a reality that expected catastrophe in the shape of floods is a gigantic challenge that strike roughly and wipe out human lives, communication, road and rail network and crops in Pakistan. This vulnerable situation strikes millions of people as they became homeless and bound to survive in camps. This intend of this paper titled impact of flood on the psychological health of skilled women: a case study of district Dadu is to find out the impact on the psychology of working women who are the main contributing agent in the economic development. The main purpose of this paper is to consider the health of skilled women as important factor as skilled women play an important role in running their houses and support their family. If the health of the women should be considered on priority than its positively create strong impact on the general health of society in Pakistan skilled women play an important role in the development of society. Skilled women are major part of economy in flood affected areas. This flood has left deadly imprints in their lives and created high level of distress in them. Stress has affected their motivation and commitment towards life. The main focus of study is to deduce the level of stress in skilled women due to flood and to develop their thoughts towards progressive and productive life. Women play a pivotal role in development of Sindh province and in their own family earning. These skilled women are earning by making caps, rallies and different handicrafts. They are affected psychologically by this devastating flood. The research is carried out to study the impact of flood on psychological health of skilled women in district Dadu in Sindh province.

Keywords: Flood, Psychological Health, Stress, Skilled Women, Insecurity

Introduction
Natural disasters are a challenge to human race. Recent floods in Pakistan were a great disaster at national and individual level. The nation faced grave losses in terms of human lives, demolition of communication infrastructure and crops. Effected people forced to shift to Relief Camps. In Pakistan, floods immediately affected about 20 million people with a death toll of close to 2,000 (Abrahams, Whitlock and Williams, 1976). This ruin threaten the quality of life of persons as well as the physical and health dangers of flood.

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waters, the psychological impact of the emergency and upshot causes longer term effects that may be worsened by stress. The area selected to study the impact of flood is district Dadu in Sind province. Flood of 2010 badly affected district Dadu in Sind. Flood of 2010 in Pakistan has devastating affect on this district. A huge area of land and large number of population is affected by flood. The detail profile of district affected by flood is given in following table-1:-

<table>
<thead>
<tr>
<th>Fmn/Unit</th>
<th>Dist</th>
<th>Taluka</th>
<th>No of Villages</th>
<th>No of places of Scattered Houses</th>
<th>Population Affected</th>
<th>Area Flooded (Acres)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HQ 56 Bde</td>
<td>Dadu</td>
<td>Dadu</td>
<td>217</td>
<td>59</td>
<td>1,44,111</td>
<td>34,595</td>
</tr>
<tr>
<td></td>
<td>Johi</td>
<td></td>
<td>205</td>
<td>48</td>
<td>1,35,940</td>
<td>32,680</td>
</tr>
<tr>
<td></td>
<td>KN Shah</td>
<td>516</td>
<td>71</td>
<td>3,44,700</td>
<td>82,264</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mehar</td>
<td>471</td>
<td>69</td>
<td>3,16,499</td>
<td>75,089</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1409</td>
<td>247</td>
<td>9,41,250</td>
<td>2,24,630</td>
<td></td>
</tr>
</tbody>
</table>

[Source: HQ 56 Bde]

Survey Note: According to sources 2, 24,630 acres of land was inundated, four Talukas of district Dadu Dadu, Johi, Khairpur Nathan Shah and Meher were affected by flood. Total of 1,409 villages were badly affected.

Women are valuable human resource and play a pivotal role in development. Female workers are more likely to be full-time workers in all farm sizes in Sind consisting on 74.36% (Government of Pakistan, 2009). An estimated two million women are part of the informal urban labor force as home-based workers (piece-rate workers, family business, self-employed entrepreneurs) and these working outside the house (in manufacturing, as construction workers, in domestic services, and as vendors). Rural – women are major contributors in four sub-sectors of the rural economy, crop production, livestock production, cottage industry, household and family maintenance activities, such as transporting water, fuel and fodder to and from the home, food preparation and preservation and caring for children. Women in Sind play a pivotal role in the development of province. Many women in rural Sind are also skilled in the production of Sindhi caps, rallies. These are manufactured commercially on a small scale at district Dadu.

Flood of 2010, has caused smash up of agricultural and livestock producers, loss of crops, Loss of livestock, Damage to pasture land, Damage to fences, Damage to houses, barns, and other farm buildings, Urban, residential, and commercial impacts, Damage to and destruction of buildings, Damage to lawn and landscaping, Damage to local infrastructure, Disruptions to local utilities and services, Transportation, Drinking water, Wastewater treatment, Natural gas, Power, Emergency services, Health, Injuries, Fatalities, many from trying to drive through flooded stretches of road, Mental and physical stress associated with loss of family, friends, and property.
Flood of 2010 has badly affected all levels of human needs. Individual lost all basic needs. Women are more sensitive and fragile part of society. They are affected seriously with the flood; this has developed psychological stress among them. Stress has affected their motivation and commitment towards life. The common effects or conditions that occurred after this stressful event of flood are Physical, Eating disturbances (more or less than usual), Sleep disturbances (more or less than usual), Low energy, Chronic, unexplained pain, Emotional, Depression, spontaneous crying, despair and hopelessness, Anxiety, Panic attacks, Fearfulness, Compulsive and obsessive behaviors, Feeling out of control, Irritability, angry and resentment, Emotional numbness, Withdrawal from normal routine and relationships, Cognitive, Memory lapses, especially about the trauma, Difficulty making decisions, Decreased ability to concentrate, Feeling distracted.

Psychological stress had affected the motivation and commitment towards life. Women are unable to fight this devastating situation. They have lost interest towards life which is serious concern. Living in flood relief camps waiting for their basic need i.e food, had affected their egos and morale. The skilled women are key factor in development of society. In rural areas women serve as back-bone of economic development. Psychological health of women is of great concern during natural disaster. We must develop measures to cope with flood impact on women health, so that we can fully utilize our human resource to save ourselves from great destructions.

**Literature Review**

Traumatic events constitute a variety of experiences and the trauma literature unfortunately does not provide a consistent distinction between individual traumatic events and disasters (Quarantelli, 19950; Neria, 2008) suggest that disasters are best considered as being collectively experienced or mass traumas and Tierney in 2001 suggests that they are events that are, by definition, extremely harmful and disruptive. Neria (2008) disaster resulted in quantifiable mental and physical disaster. The impact disaster includes a wide range of psychopathology said by Neria in 2006 and Norris in 2002. Stress disorder is the most commonly studied post-disaster psychopath Norris in 2002. Waelde in 2001 said disaster victims may continue to experience impacts long after the event while Steinglass & Gerrity in 1990; Bland (1996), Tunstall (2006) said people persist disaster impact after years if severe. Distress prolonged in the aftermath of major disasters (Bland, 1996).

**Objectives of Study**

The general objectives of research are to Preparation of data base for district Dadu and to find the number of skilled women in area of study and to analyze the impact of flood on health of skilled women. And how this will deduce motivation and create psychological stress in skilled women. This is also necessary to suggest measures to reduce stress among women folks in order to capitalize this human resource and to identify efforts
required at different levels i.e. Individual, Community, Union / dist, Provincial / national level.

**Research Methodology**
Data is collected through primary and secondary sources. Research method used for study is descriptive-cum-analytical method and in research filed survey technique is used to collect primary data. *The sample of population for study was taken from relief camps established by Pakistan Army at Lal Bagh in Taluka Sehwan.* The samples of study consist of 50 women; they were taken from 5 Sectors of Relief Camp. All the samples are skilled and helping their families in one way or the, among them 25% of women are of age less than 30 years. Ths were developed to assess level of psychological stress in women. It consist Questionnaire 1 that consists of 15 close-ended, scaled questions. The questions are developed to assess general and mental health. Questionnaire 2:- It consists of 15 close-ended, scaled questions. The questions are developed to assess impact of flood on psychological health of women. The questionnaire was applied to respondents in interview session because the literacy rate was very low. Focused group discussions with affected communities were held. Meetings and informal interviews with key informants were conducted. Field visits and visits in flood relief camp. The secondary data is collected through district and Headquarters 56 Brigade of Pakistan Army.

**Data Analysis and Findings**
District Dadu is affected badly with the flood. Road and railway infrastructure also hit severely. Impact on rural population was enormous. All crops and fields are completely destroyed. Still there is water all around rather now it has converted into stagnant water and creating lots of problems including health issues. The impact of flood was not only on infrastructure but it has made millions of people jobless. The framers associated with agriculture, women associated with field work became helpless as there is no land available to work. Populations affected by flood as shown in following table-2:-

<table>
<thead>
<tr>
<th>Dist Name</th>
<th>Taluka Name</th>
<th>Population Affected U/5</th>
<th>Female Population U/10</th>
<th>Age Wise Distribution U/30</th>
<th>U/30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dadu</td>
<td></td>
<td>1,44,111</td>
<td>61,251</td>
<td>12,110</td>
<td>23,111</td>
</tr>
<tr>
<td>Johi</td>
<td></td>
<td>1,35,940</td>
<td>55,279</td>
<td>11,121</td>
<td>19,116</td>
</tr>
<tr>
<td>KN Shah</td>
<td></td>
<td>3,44,700</td>
<td>1,61,411</td>
<td>43,228</td>
<td>63,088</td>
</tr>
<tr>
<td>Mehari</td>
<td></td>
<td>3,16,499</td>
<td>1,31,031</td>
<td>31,122</td>
<td>52,223</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9,41,250</td>
<td>4,08,972</td>
<td>97,581</td>
<td>1,57,538</td>
</tr>
</tbody>
</table>

| Source: HQ 56 Bde |

Flood has severe impacts on people living in district. In district total number of 9, 41,250 individuals were affected by flood. It has changed their lives forever and left deadlier
imprints on them. The females play an important role in the communities and as well as in the household. Total number of 4,08,972 female populations is affected in district. The female population of district is categorized in different age groups. According to source girls less than 5 years of age are 97,581, under 10 years are 1,57,538, under 30 years of age are 1,03,277, over 30 years are 50,576 are affected.

The education level of female under 30 years and above 30 years of age was assessed as shown in following Table-3:-

**Table-3 Education Level of Female under 30 years and above 30 years in District Dadu**

| Taluka | Female Population | Age Wise Distribution | Education |  |
|--------|-------------------|-----------------------|-----------|
|        | U/5               | U/10                  | U/30      | O/30 | Primary | Middle level |
| Dadu   | 61,251            | 12,110                | 23,111    | 15,925 | 10,105 | 9,187       |
| Johi   | 55,279            | 11,121                | 19,116    | 12,223 | 12,819 | 8,291       |
| KN     | 1,61,411          | 43,228                | 63,088    | 41,927 | 13,168 | 24,211      |
| Shah   | 1,31,031          | 31,122                | 52,223    | 33,202 | 14,484 | 19,654      |
| Total  | 4,08,972          | 97,581                | 1,57,538  | 1,03,277 | 50,576 | 61,343      |

[Source HQ 56 Bde]

**Survey Note:** According to above table the women having primary education are 61,343 and middle level educations up till eight classes are 40,897 women and rest has not attended school. Due to low literacy rate these women earn their living by making handicrafts, caps, rallies etc. Most of women are skilled labor, associated with different organizations in providing hand-made material.

The women of age under and above 30 years of age are associated with skilled labor in district Dadu as shown in following table-4:-

**Table-4: Women of age under and above 30 years of age are associated with Skilled Labor**

<table>
<thead>
<tr>
<th>Dist Name</th>
<th>Taluka</th>
<th>Female Population</th>
<th>Age Wise Distribution</th>
<th>Skilled</th>
<th>Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>U/5</td>
<td>U/10</td>
<td>U/30</td>
<td>O/30</td>
</tr>
<tr>
<td>Dadu</td>
<td></td>
<td>61,251</td>
<td>12,110</td>
<td>23,111</td>
<td>15,925</td>
</tr>
<tr>
<td>Kundu</td>
<td></td>
<td>55,279</td>
<td>11,121</td>
<td>19,116</td>
<td>12,223</td>
</tr>
<tr>
<td>KN Shah</td>
<td>1,61,411</td>
<td>43,228</td>
<td>63,088</td>
<td>41,927</td>
<td>13,168</td>
</tr>
<tr>
<td>Mehar</td>
<td>1,31,031</td>
<td>31,122</td>
<td>52,223</td>
<td>33,202</td>
<td>14,484</td>
</tr>
<tr>
<td>Total</td>
<td>4,08,972</td>
<td>97,581</td>
<td>1,57,538</td>
<td>1,03,277</td>
<td>50,576</td>
</tr>
</tbody>
</table>

[Source HQ 56 Bde]
Survey Note: Women in Sind are mostly associated with skilled labor. They are making different handicrafts, caps, rallies. According to table 1, 00,222 women of age fewer than 30 and above 30 are involved in making handicrafts. The flood has devastating impact on their livings.

The houses are destroyed and these women had to take refuge in relief camps, few of them also lost their loved ones in this tragic situation. The loss of houses, income, and shortage of food has created a high level of psychological stress in women. It has reduced the motivational strength in them and they are facing difficulty in coping with this challenge of their lives. Flood of 2010 has affected this valuable human resource and it has created an economic as well as social downfall. The aim of study is to analyze the level of psychological stress in skilled women of district. The number of affected women is quite large making it difficult to assess individual stress level. Hence a random survey was made and a relief camp established by Pakistan Army in Lal Bagh Sehwan was visited, to assess level of psychological stress among skilled women of district Dadu. The camp was looked after by Headquarters 56 Brigade of Pak Army. It consists of 5 sectors and individuals from different Talukas of district Dadu took refuge in camp. The statistics of women population living in camps given in Table-5:-

<table>
<thead>
<tr>
<th>Camp</th>
<th>Population</th>
<th>Female s</th>
<th>Age wise distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lal Bagh</td>
<td>17,456</td>
<td>7,756</td>
<td>U/10 U/20 U/30 O/30</td>
</tr>
<tr>
<td></td>
<td>2025</td>
<td>3255</td>
<td>1935 541</td>
</tr>
</tbody>
</table>

[Source HQ 56 Bde]

Survey Note: According to chart the women under 10 years are 26%, less than 20 years are 42%, less than 30 years are 25% and over 30 years are 7%. The sample of study was taken from 25% of women of age less than 30 years, among them 50 women were taken as sample of study to assess stress levels.

The impact of flood is both physical and psychological. A questionnaire was made to assess a comparison of general and psychological health. Data is analyzed through MS Excel. The points scored by 50 women regarding psychological health are high as compared to general health as shown in following table-6:-

<table>
<thead>
<tr>
<th>Number of women</th>
<th>Points Scored In Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Q1 103 Q2 89 Q3 117 Q4 82 Q5 95 Q6 48 Q7 107 Q8 117 Q9 86 Q10 52 Q11 97 Q12 96 Q13 110 Q14 71 Q15 71</td>
</tr>
</tbody>
</table>
The women are facing difficulty in performing their work. The major reasons of low work performance are 31% is sleeplessness, difficulty in performing work is 34% and problems to maintain relationships with other people is 35%. Over all 50% downfall in routine performance has been observed from the survey. The flood has affected women psychologically and created a high level of stress among them which has affected their motivation toward life.

Impact of flood on Population of 9, 41,250 were affected by flood. The individuals lost their houses, displaced and shifted to relief camps. The people faced challenge of food shortage, living places, financial and health problems. Even some individuals did not have fare to move from devastating area to relief camps. Women are integral part of society. The total number of 4, 08,972 women population is affected by this deadly flood. Girls less than 5 years of age are 97,581, under 10 years are 1, 57,538, under 30 years of age are 1, 03, 277, over 30 years are 50,576 are affected. The women faced the greatest challenge of their lives. As most of women affected by flood has low literacy rate hence they are mostly associated with skilled labor, making caps, rallies and handicrafts. The total number of 1, 00,222 skilled women of age fewer than 30 and above 30 are involved in making handicrafts in District Dadu. These women lost their houses, displaced and lost their earnings are affected by flood in district Dadu.

Flood of 2010 has badly affected health of women. The major health problems faced during and after flood are sleeplessness, stomach pain, headaches, constipation, uncertainty, skin disorders, and struggle to overcome minor sicknesses (e.g. a cold), nightmares, dry mouth, diarrhea, biting of fingernails, reduce motivation, nervous twitches in face or scalp, pain in lower back.

**Conclusion**
Floods in Pakistan have ravaged infrastructures, uprooted communities and displaced families. Flood of 2010 affected seriously the women population in District Dadu. The skilled women making caps rallies and different handicrafts play a pivotal role in development of District, and they are major part of human resource available. The women suffered psychological stress due to this devastating flood. They lost their home, goods and means of earnings. These women shifted to relief camps, which was another challenge for women in our society. The women lost their morale towards progressive life; with low motivation they were unable to perform even daily routine work. The psychological well-being of women is of great importance. Flood had developed high level of stress in women. It has created psychological health problems and women lost motivation towards progressive life. Psychological problems like *sleeplessness, headache, low motivation, uncertainty and nightmares* are at highest levels. 54% of women are suffering high stress, 30% in medium stress and 16% in average stress where as none is with low stress. Hence the level of individuals stress is very high. These women are feeling helpless in coping with challenging environment. The high level of
stress in women affected their motivation towards performing work. They lost opportunities of work and due to low morale they are unable to perform even routine work. According to survey the major reasons of low work performance are 31% is sleeplessness, difficulty in performing work is 34% and problems to maintain relationships with other people are 35%. Over all 50% downfall in routine performance has been observed from the survey. These skilled women play an important role in economic development of district. They are valuable human resource of district. Flood has destroyed land and infrastructures and on the other hand it has devastating affect on human resource. Due to psychological stress disorder these women are unable to play their part in development and coping with the challenge of their lives.

**Recommendations**

Recommendations below are being made with a view to alleviate psychic distress among women folk. At individual level women folk should be educated to overcome their psychic disorders created by floods and help their families especially their male members to comeback to their normal routine. Through their handicraft skills they can help their families to kick start their economic activity.

Issues to be addressed at community level to this end, leadership at community levels are required. Male / female school teachers can play a pivotal in this regard. Women having handicraft skills should be provided with raw material to make handicrafts. Even the community of relief camps should help each other and organize community based meetings to help women folk to overcome psychological stress. DCOs, EDOs and DDOs to coordinate the relief efforts of various NGOs and philanthropists at district level. Relief efforts should be based on community participation by involving people from every walk of life especially women. District administration should focus on rehabilitation to community infrastructure through community participation. Motivation campaigns to be launched to let people, especially women, to overcome their psychic disorders. District health officials to focus on spread of communal diseases, water borne diseases, skin disorders etc these initiatives will also help individuals to overcome the psychic distress.

**References**


Emotional Intelligence and Self-Esteem as Predictors of Academic Success among Higher Education Students: A Survey Conducted at the Islamia University of Bahawalpur, Pakistan

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Muhammad Saleem**
Muhammad Azam Tahir***
Masood Nadeem****

Abstract

Emotional intelligence and self-esteem are the new, revolutionary approaches in the teaching-learning context. By handling the emotions, we can contribute in our enlightened life in general and particularly for our success in an academic domain. Assuming the importance of teacher as a nucleus, the current research was designed to measure the role of emotional intelligence and self-esteem in relation with the academic performance among students at IUB. By using convenient sampling technique, a sample of (N=100) students were taken from diversified disciplines. For data collection, Self-Report Measure of Emotional Intelligence (SRMEI, 2010) developed by ©Rizwana & Anila Kamal (2010) was used. The second instrument used was ©Rosenberg Self-Esteem Scale (RSES, 1965) using SPSS. To analyze the research hypotheses, Analysis of Variance (F-test), Regression Co-efficient (Beta values) & T-test were applied. The regression model summary of science students revealed that the academic achievement of these students is highly dependent on both independent variables. Emotional intelligence and self-esteem do affect a variation of 71.2% variation towards their academic achievement. Similarly, the arts students’ regression model summary indicates that the academic achievement is slightly dependent on both the independent variables. It highlights 9.1% proportion of the variation in academic achievement due to emotional intelligence and self-esteem. Hence, it is concluded that academic achievement is significantly associated with the different levels of emotional intelligence and self-esteem among these students.

Keywords: Emotional Intelligence, Self-esteem, Academic Achievement

Introduction

Emotional intelligence (EI) is a relatively new construct in differential psychology. Proponents of EI have made strong claims for its importance in basic and applied psychology (Matthews et al., 2012). Emotional intelligence (EI) may broadly be defined as a combination of aptitudes, competencies, and skills for handling emotion and emotive happenstances (Zeidner, Roberts, & Matthews, 2009). Emotional intelligence is also

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known as the potential to perceive, understand, regulate and to promote emotions and ultimately to endorse the most important aspect that is the intellectual growth (Goleman, 1995). Peter Salovey and Jack Mayer are commonly accredited with performing the first systematic program of research on EI in the 1990s (Salovey & Mayer, 1990). Resultantly their research presented a coherent conceptual model of EI, different manifold branches or aspects of emotional abilities, including emotional perception and emotional management. Salovey & Myer, also established a series of tests for the evaluation of EI, resulting into the Mayer-Salovey-Caruso Emotional Intelligence Test, used widely in EI research (Mayer, et al., 2003).

The scientists and researchers concluded that there are different perspectives to assess success and failure and healthy personality other than intelligence. One such answer lies in the concept of Emotional Intelligence (Goleman, 1995). Emotional intelligence is claimed to be absolutely interrelated with academic achievement, occupational success, satisfaction, emotional health and adjustment (Elias et al., 1997). The pioneer of emotional intelligence Golman claimed that the person’s skills of identifying, using, understanding and regulating emotions are the actual predictors of the degree or level of the person’s emotional intelligence (Salovey & Mayer, 1993). Similarly, the five components, knowing our emotions, managing them, motivating ourselves, recognizing emotions in others, and handling relationships build the blocks of emotional intelligence. Goleman (1995) claimed that the emotional intelligence remains higher in content than the I.Q. and is known as the most reliable forecaster of success for both in school and in real life. Elias and his colleagues also probed that the emotionally intelligent individuals are more likely to succeed as contrasted to those who are not much more emotionally intelligent. Robert et al., (2011) investigated that better educational output might be grasped by targeting skills in relation with emotion management and problem-focused coping strategies. It was concluded that the students who attain a high score on emotional intelligence, exclusively in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress coping skills are likely to have good academic performance as compared to those who attain a low score on these scales. Resultantly, the evaluation of both genders on academic performance discovered no significant differences (Amber, F. 2003). Emotional intelligence research finding reveals that emotional intelligence and academic success are interdependent and strongly associated with various aspects of emotional intelligence (Marjorie, 2004). Norman and Richardson (2001) predicted that the emotional intelligence as the basic variable to attain social skills and the skills that students possess to successfully work collaboratively and in cooperative groups. A study conducted by Song & her colleagues (2010) exploring the basic contribution of emotional intelligence and general mental ability in relation with academic success. The findings reveal that emotional intelligence was related to the quality of social interactions among the peers rather than the general mental ability.
The wider concept of self-esteem is usually defined as a sense of competence, self-acceptance, and a positive attitude towards self (Zimbardo & Gerrig 2008). Based on ‘Social Learning Theory’ (Bandura, 1971), self-esteem has been described in terms of an unchanging sense of personal worth or worthiness (Rosenberg, 1965). Self-esteem is an imperative precursor of school achievement and related adjustment (Carr, Borkowski & Maxwell, 1991; Lau & Leung, 1992; Midgely et al., 1996). For instance, individuals who have high self-esteem and have superior confidence in their own abilities to cope with challenging tasks are likely to apply adaptive strategies (Dweck & Leggett, 1988; Gottfried, 1985). These days, self-esteem construct is recognized to be a major factor in learning outcomes (Lawrence, 2000). James (1983) reports regarding the self-esteem as the sum of an individual’s successes divided by what they think, they ought to achieve. Another study explores the relationships between self-esteem and academic achievement and received much attention (Maruyama, Rubin, Kingsbury, 1981). Alexander (2001) views self-esteem as a syndrome and a set of indicators for mental well-being. Healthy mental well-being is pivotal in performance epoch and self-worth domain also. Furthermore, by enhancing the level of self-esteem and emotional intelligence, we can achieve positive academic outcomes from the students (Van Laar, 2000). Self-esteem helps the individual not only to feel about him or herself but also enables the person to relate with other people of society (Wikipedia, 2012). Self-esteem also enables the individual to accept one’s inherent strengths and positive qualities about how much one can contribute in advancement.

Different studies have reached at the conclusion that academic achievement and self-esteem are positively correlated (Bankston & Zhou, 2002; Lockett & Harrell, 2003). Another research has acknowledged the important role that high self-esteem plays in academic achievement, social and personal responsibility. The literature also highlights that self-esteem is positively correlated with school achievement, job success and general happiness (Redenbach, 1991). Khalid (2003) examined the relationship between children self-esteem and academic performance of Pakistani and Scottish 10-11-year-old students of multi-ethnic schools in Scotland and concluded that children of a high self-esteem group performed significantly better in their studies than the children of a low self-esteem group. Elizabeth and her colleagues (2005) reported that on gender difference perspective, females scored significantly higher on EI than males. A research conducted in Ontario University to highlight the relationship of emotional intelligence with academic success concluded that the several dimensions of emotional intelligence are associated with academic success among the students (James et al., 2004).

The literature recognizes a number of factors that have focused, specifically, on the relationship of Emotional Intelligence and Self-esteem with academic achievement. Harris (2009) reveals that there is a positive link between a level of self-esteem and some demographic variables, concluding that the respondents with good cumulative and engineering GPA’s were observed to have higher levels of self-esteem as well. The
relationship between self-esteem and other variables have been extensively a focus of research. High self-esteem has been correlated with academic success in high internal locus of control, higher family income, and positive sense of attractiveness (Malley & Bachman, 1979).

Babelan and Moenikia (2010) conclude that the multiple dimensions of building blocks of emotional intelligence, predict the students’ academic achievement and success. On the other hand, Purkey (1970) found that self-esteem is related to some components of success, either academic or verbal. It was concluded that there is continuous interaction between self-esteem and academic achievement. Therefore, the current research focuses upon examining the existing knowledge on emotional intelligence and self-esteem. It also intends to address the Emotional Intelligence and Self-Esteem as Predictors of Academic success among the students. This can broaden the spectrum of teaching-learning practice in educational fields.

Method
Problem Statement
The current research aims to explore the relationship of emotional intelligence and self-esteem with the academic success among the students. It is based on the deliberations that IQ alone is not an absolute predictor for success among the students. However, the success depends on several intelligences, mental health components and other important variables of personality. It was assumed that Emotional Intelligence and self-esteem seem significant predictors.

Rationale of the Study
The current research is carried out to support the basic theme that if students are educated keeping in view self-esteem and emotional intelligence, it will result into positive changes not only in daily social life but also enhance academic achievements of the students.

Research Hypotheses
H1: The students with high level of emotional intelligence and self-esteem tend to achieve a higher grade in education as compared to those with a low level of emotional intelligence and self-esteem.

H2: Emotional intelligence is a major contributing variable in predicting academic success among students as compare with the self-esteem.

H3: Emotional intelligence and self-esteem are a predictor of academic success for both the faculties, i.e. science and arts students of IUB.
Participants of the Research
A sample of (N=100) students, undergraduate adults, were taken from the diversified disciplines of science and arts from The Islamia University of Bahawalpur. Out of 100 students, 50 were science students and 50 were arts students.

Sampling Technique
Research data was collected from undergraduate adults of The Islamia University of Bahawalpur by using convenient sampling.

Independent and dependent variables of the current study
The independent variables of the study were the student’s level of emotional intelligence and self-esteem and the dependent variable was academic achievement of the students.

Instrument/Tool
In order to collect the research data two research instruments/tools were simultaneously administered among undergraduate volunteer adults of the Islamia University of Bahawalpur. The participants of the study were asked to complete a standardized instrument of Self-Report Measure of Emotional Intelligence (SRMEI, 2010) comprised of 60 items. The SRMEI provides five response categories for each statement as, Always, Often, Sometimes, Rarely, and Never. The 5-point scale was rated with the highest value of 5 and with the lowest value of 1. This instrument was developed by ©Rizwana and Anila Kamal (2010) by theoretically following Goleman’s mixed model of emotional intelligence. The participants of the research were also completed Rosenberg Self-Esteem Scale (RSES, 1965) consisted on 10 items. This scale provides four responses Strongly agree, Agree, Disagree and Strongly disagree. This 4-point scale was rated with the highest value of 4 and lowest value 1. After collecting the data it was analyzed by SPSS the results are discussed accordingly.

Results
Regression model summary, analysis of variance (ANOVA) and regression co-efficient were computed to examine the dependency of academic achievement with emotional intelligence and self-esteem.

The results with brief discussion are as under:

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.884</td>
<td>0.712</td>
<td>0.706</td>
<td>0.42</td>
</tr>
</tbody>
</table>

Table-1 indicates the Regression model summary of the science students by taking “Academic Achievement” as a dependent variable which depends on “Emotional...
Intelligence and self-esteem." The above table shows the “Coefficient of multiple determination R^2 = 0.712 and Adjusted R^2 = 0.706” which indicate that 71.2% variation in the Academic Achievement is due to the Emotional Intelligence and self-esteem. According to the opinion of the respondents, this reveals that Academic Achievement is highly depended on the both independent variables.

Table-2: Analysis of variances of science students of IUB (ANOVA)

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>d.f</th>
<th>Mean Squares</th>
<th>F</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>42.976</td>
<td>2</td>
<td>21.488</td>
<td>119.902</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>17.384</td>
<td>97</td>
<td>0.179</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60.360</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-2 indicates the analysis of variance (ANOVA) of the science students when Academic Achievement is dependent variable which depends on the Emotional Intelligence and self-esteem. The results show that academic achievement depends on the both variables significantly (P-Value is 0.000).

Table-3: Regression coefficient of science students of IUB

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>Sig.</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>0.448</td>
<td>0.134</td>
<td>3.333</td>
<td>0.001</td>
</tr>
<tr>
<td>Emotional</td>
<td>0.391</td>
<td>0.088</td>
<td>0.103</td>
<td>4.463</td>
</tr>
<tr>
<td>Intelligence</td>
<td>0.367</td>
<td>0.680</td>
<td>0.486</td>
<td>5.380</td>
</tr>
</tbody>
</table>

Table 3 depicts the individual effect of the Self-esteem and Emotional Intelligence on the Academic Achievement. Let B_1 is the regression coefficient of self-esteem and B_2 is the regression coefficient for emotional intelligence then B_1 = 0.103 shows that there is 10.3% individual affect of self-esteem on the academic achievement and B_2 = 0.486 shows the 48.6% effect of emotional intelligence on academic achievement. Hence, the emotional intelligence is a core predictor of academic success among science students.

Table-4: Regression model summary of the arts students of IUB

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.301</td>
<td>0.091</td>
<td>0.072</td>
<td>0.64</td>
</tr>
</tbody>
</table>

Table-4 shows the Regression model summary of the students of arts by taking “Academic Achievement” as dependent variable and “Emotional Intelligence and Self-
esteem” as the independent variables. The table shows the “Coefficient of multiple determination $R^2 = 0.091$ and Adjusted $R^2 = 0.072$” which indicate that the proportion of the variation in the Academic Achievement due to the Emotional Intelligence and Self-Esteem is 9.1%. According to the response of people, we conclude that Academic Achievement is slightly dependent on the both independent variables.

**Table-5: Analysis of variances regarding arts students of IUB (ANOVA)**

<table>
<thead>
<tr>
<th>S.O.V</th>
<th>Sum of Squares</th>
<th>d.f</th>
<th>Mean Squares</th>
<th>F</th>
<th>P-Value Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3.9970</td>
<td>2</td>
<td>1.999</td>
<td>4.846</td>
<td>0.010</td>
</tr>
<tr>
<td>Residual</td>
<td>40.003</td>
<td>97</td>
<td>0.412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44.000</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-5 portrays the analysis of variance (ANOVA) of the students of arts when Academic Achievement of the students depends on the Emotional Intelligence and self-esteem. The results show that academic achievement depends on the both variables significantly (P-Value is 0.010) at 1 % level of significance.

**Table-6: Regression coefficients of arts students of IUB**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>P-Value Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>3.242</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>1.251</td>
<td>0.386</td>
<td>0.119</td>
<td>1.087</td>
</tr>
<tr>
<td>Emotional</td>
<td>0.124</td>
<td>0.114</td>
<td>0.119</td>
<td>2.088</td>
</tr>
<tr>
<td>Intelligence</td>
<td>0.289</td>
<td>0.138</td>
<td>0.228</td>
<td></td>
</tr>
</tbody>
</table>

Table-6 shows the effect of Self-Esteem and Emotional Intelligence on the Academic Achievement individually. Let $B_1$ is the regression coefficient of self-esteem and, $B_2$ is the regression coefficient for emotional intelligence then $B_1 = 0.119$ shows that there are 11.9% individual effect of self-esteem on the academic achievement and $B_2 = 0.228$ shows the 22.8% effect of emotional intelligence on academic achievement. The testing for the significance of the effects of both independent variables on academic achievement the P-Value for $B_1$ is 0.280 indicates there is the insignificant effect of the self-esteem on the academic achievement, and the P-Value for $B_2$ is 0.039 represents the significant effect of the emotional intelligence on the academic achievement.

**Discussion**

The aspire of this research was to illuminate the relationship and imperative role of emotional intelligence and self-esteem with academic achievements among the students and to collect the authentic evidence for supporting both of them as a causative factor in intellectual successes. Ultimate results of science students discover that $B_1$, being the
regression coefficient of self-esteem and $B_2$ is the regression coefficient for emotional intelligence then $B_1 = 0.103$ reveals that there is 10.3% individual influence of self-esteem with the academic achievement and $B_2 = 0.486$ depicts the 48.6% effect of emotional intelligence in relation with academic outcomes of the students. Whereas testing the effects of both independent variables on academic achievement, P-Value for $Bo$, $B1$ and $B2$ are 0.001, 0.000 and 0.000 portray that there is a significant upshot of both independent variables' self-esteem and emotional intelligence on the academic achievement. Similarly, regression coefficient for arts students' self-esteem $= B_1 = 0.119$ shows that there is 11.9% individual effect of self-esteem on the academic achievement and emotional intelligence $= B_2 = 0.228$ shows the 22.8% effect of emotional intelligence on academic achievement. The testing for the significance of the effects of both independent variables on academic achievement the P-Value for $B1$ is 0.280, that indicates that there is an insignificant effect of the self-esteem on the academic achievement, and the P-Value for $B2$ is 0.039 represents the significant effect of the emotional intelligence on the academic achievement.

On the basis of the results the hypothesis one stands proved, and it is concluded that good academic results rooted in healthy emotions and higher self-esteem. The students with low self-esteem and emotional intelligence lose their potential in order to attain good academic outcomes. The findings of the current study are consistent with previous studies suggesting self-esteem as a precursor of academic achievement and students’ school adjustment (Carr, Borkowski, & Maxwell, 1991; Lau & Leung, 1992; Midgely, Arunkumar & Urdan, 1996). The results on the second and third hypothesis, while exploring the core predictor of good academic success among science and arts students, the regression coefficient outcomes of both science and arts students reveal a vital role emotional intelligence in relation with academic success as contrasted with the level of self-esteem. In overall the results concluded that academic achievement is positively related to emotional intelligence and self-esteem.

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Marjorie, J. H., James D. A., Parker, R. E., Creque, Sr., David, L. B., Jan, I. H., Sarah, A.


The Murder of Aziz Khan: A Marxist Perspective

Mohammad Ayub Jajja

Abstract
Marxism foregrounds the economic conditions and examines their impact upon the historical circumstances like social, cultural and political atmosphere. It focuses upon the working of capitalism and its ideologies to show its disastrous implications for the individual, the society, the social fabric and its institutions. The study intends to investigate the operation of the basic Marxist postulate that the economic base determines and shapes the superstructure of the society, consisting of the social, political, cultural and religious realities and ideologies, in Zulfikar Ghose’s novel, The Murder of Aziz Khan. Marxism contends that the differences in socio-economic classes are much more serious than other social, cultural and ideological differences. The study intends to show that in consequence of the operation of capitalism and its ideology, society gets divided into two classes of haves and have-nots. The study is to be based upon the analysis and interpretation of the text of the novel, The Murder of Aziz Khan in the light of Marxist and Postcolonial critical approaches.

Keywords: Capitalists, Ruling Elite Class, Ideology, Capitalism, Privileged, Colonization, Oppression

Introduction
Zulfikar Ghose wrote The Murder of Aziz Khan, when he visited Pakistan after an absence of twenty years from the country of his birth. He hoped to see for himself the fruits of freedom for the people, of a country whose landscapes were branded in his memory as the best in the world. But immediately after his arrival in Pakistan in the sixties, he got disappointed and disillusioned at what he saw. In The Murder of Aziz Khan, he has depicted how the material conditions can impact the socio-cultural and political circumstances (Rehman, 199). Ghose focuses upon the emergence of capitalism in Pakistan and its need to defend its vested economic and social interests. Zulfikar Ghose in The Murder of Aziz Khan has tackled the issues arising out of the working of the capitalism and the operation of the capitalist ideology. The objective of the study is to show that the novel is a critique of capitalism and its accompanying ideologies. The study intends to further show that the handling and portrayal of the power of money, which converted the promised land of the pure into a hell for its people. It aims to show the consequences of the concentration of the wealth into the hands of the few at the cost of the many in The Murder of Aziz Khan. The rich and the wealthy had the life styles of colonist rulers, while the ordinary people could not keep their body and soul together at

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the altar of the survival of the fittest. The study will focus upon Ghose’s portrayal of the socio-political reality from the Marxist perspective, the impact of the alliance between the ruling elite and the capitalists to the detriment of the ordinary people and the country itself.

**Literature Review**
The works of Zulfikar Ghose have been commented upon by Taufiq Rafat (Venture, 1970), Alamgir Hashmi (The Ravi, 1982) and especially by Tariq Rehman (1991). Rehman has critiqued The Murder of Aziz Khan only from the perspective of deracination and alienation. He has made only a passing reference to the portrayal of the working of the capitalism, with disastrous fallout for the society and the country. The present study intends to fill this gap, by undertaking a re-reading of the novel in the light of Marxist critical theory.

**Discussion and Analysis**

**The Portrayal of the Operation of Capitalism**
The novel opens with a portrayal of the superior financial and social status of the capitalists (Ghose, 1998). The farmers, at Kalapur, are forced to sell their land, because of financial losses and the pressure of the creditors, made possible by the working of the capitalism. The Shah Brothers, the capitalists are the only buyers of the same land. The narrative also portrays the alliance between the capitalists and the ruling elite. Because of money and government support they are in the position to purchase the land from the farmers. The novel also provides a glimpse of the gulf that divides the capitalists from the common people. Ghose hints at the evil associated with capitalism and its working, by giving the name of Kalapur (The land of darkness) to the place where the action of the novel is set. This is very symbolic and significant. This reflects the opinion of Ghose about Pakistan of the sixties, in the grip of capitalists.

Ghose in this novel reinforces the basic Marxist postulate that the economic base of society determines and shapes its superstructure in the form of its socio-political and culture circumstances. It means that who so ever controls the money in a society, controls its historical circumstances, as suggested by Newton (1997). Ghose is critical of the ruling class of Pakistan after independence, for its practices of self-aggrandizement and anti-people policies. Through the character of Aziz, a small farmer, Ghose shows what happened to the ordinary people like him after independence. The Shah Brothers, represent the capitalists in Pakistan. They came from Bombay after Partition. They were petty money lenders there. But in Pakistan they rose to become the capitalists, because of the greed and corrupt practices of the ruling elite. The narrative exposes the ideology of capitalism as a route to the fulfillment of dreams of prosperity and happiness of the individual and the society. The Shah Brothers are the only beneficiary of the capitalism. Only they can attain their financial and social status at the terrible price to the general
public and society. They resort to criminal activities to possess every single resource of the country.

Ghose expresses his disapproval of the working of the primitive capitalism and its ideology pursued and practiced in the sixties under the patronage of the rulers. It had a devastating impact upon the vast majority of the people, depriving them of their rights, liberty and means of decent living. He maintains in the foreword to The Murder of Aziz Khan that one consequence of freedom from foreign tyranny is that “native adventurers” and “opportunists” instantly leap into space vacated by the foreign exploiters to aggrandize themselves at the expense of the people (Ghose, 1998). Irving Howe, while commenting upon Nostromo by Joseph Conrad, seconds Ghose (1957). Howe suggests that the native opportunists and adventurers not only take the place of the foreign rulers, they even better the instruction, like Shylock claims to do (Shakespeare, 1992). Ghose in The Murder of Aziz Khan exposes the contention of the capitalism regarding a general prosperity of people. He shows that the military dictatorships are in alliance with the capitalists, for their shared benefits. He suggests that capitalism always benefits the upper classes and privileged opportunists who exploit the general public. Ghose shows that the alliance between the ruling elite and the capitalists deprives the ordinary citizens of their economic rights. Ghose, like Sidhwa also laments that the rulers of Pakistan after independence, instead of acting upon the ideology of the Quaid and running the country for the welfare of the ordinary people in line with the secular and democratic norms espoused by the Quaid, became the devotees to capitalism and its ideology of exploitation (1998). He shows that the people, who inherited property from their ancestors, got poorer after independence than they were under colonization, and they had no civic facilities and opportunities at all in a free Pakistan.

Ghose shows in The Murder of Aziz Khan that the masses are stripped of everything they possess to fill the coffers of the capitalists. He blames the vicious combination of primitive capitalism, the military dictators’ lust for power and an increasingly assertive priesthood’s repressive imposition of their ideology upon society for the misery and suffering of the people. This unholy alliance ruins the prospects of Pakistan growing into a liberal, vibrant democratic country (1998). Ghose shows through the character of Aziz Khan, that the capitalists can deprive and dispossess the rural small farmers with the patronage of the rulers. The reader is introduced to Aziz Khan, as a small farmer, who owns seventy acres, has a small house on his farm, owns some animals and is happy and in harmony with his environment. Ghose shows that Aziz has a wonderful, happy and contented life before he is destroyed by the capitalists.

Ghose shows that Aziz Khan had survived even under colonization, but is deprived of his land, family and identity in his own “free” country. This shows that the native ruling elite and their capitalist allies are even worse than foreign rulers. He just highlights the working of capitalism, with disastrous consequences for the common man after
independence and the crimes of the ruling elite. The Shah Brothers learnt the tricks from
the Hindu money lenders of Bombay of “gripping the commonest peasants’ throat with
the claws of compound interests”. The Shah Brothers are equipped with their experience
and the “villainy” they learnt from their stay in Bombay, which they further improve and
make use of in Pakistan to make a fortune for them, even if this involves taking the life of
others. Ghose highlights their expertise as capitalists who can resort to a mixture of bluff,
calculated speculation and the ability to socialize with people who matter.

Ghose further describes them as “middle men, narrow-eyed, tight-lipped men who
produce nothing and achieve nothing and yet acquire a fortune for themselves” (p. 20).
Ghose shows that the so called capital formation and the prosperity of the few are made
possible by criminal acts on the part of rising capitalists. Akram bribes the deputy
commissioner, Mohammad Karim to get his things done. Akram Shah approaches the
chairman of a commercial bank with his offer of a certain percentage. The minister is
also bought with a similar offer of five percent of the total amount to be transferred to the
minister’s account in Zurich.

Ghose shows the impact of the working of the capitalism on Aziz Khan, who
symbolically represents the general public in Pakistan. Before his world is taken over by
the capitalists, he is in love with his piece of land, which he inherited from his ancestors.
To him, his crops are like living creatures; he would kiss and caress the plants. For Aziz,
his world carries no market value. It was as important to him as his life. But the
capitalism ruins his life and he is reduced to the level of non-existence and absurdity.
The image of the dispossessed Aziz Khan staring at his land form behind the barbed-wire
fence is described by Ghose as the “climactic metaphor” (p. 315) of the novel. This is the
real fruit of capitalism for the common people in Pakistan.

Ghose shows that the deliberate attempt on the part of the capitalists and ruling elite to
deprive the common people of the fruit of their labour can lead to the concentration of
wealth in the hands of the few. The capitalists, the political adventurers and the
opportunists, are the only beneficiaries of the freedom and independence. Ghose shows
the power of money, which enables the capitalists to have the government machinery and
the policy makers in their pockets and the policies are tailored to their interests. This
results in immense wealth for the capitalists within no time at the cost of the general
public. He shows that the anti-people practices and repressive policies of the ruling elite
promote and strengthen the hands of the capitalists. This has converted this promised land
of the pure into a hell. Ghose shows that the partial policies of the ruling elite have
enabled the capitalists to build fortunes and virtually to own and control everything in the
country. Ghose shows that the capitalists after independence have taken over Pakistan as
neo-colonizers. As a result, the masses are displaced and uprooted from their homes and
places and they come to the cities in the form of factory hands. The poor farmers are
reduced to the level of slaves, thanks to the predatory policies of the ruling elite after
independence. Ghose shows that the immense wealth and the possession of property by these so-called self-made men under capitalism do not grant them true security. The Shah Brothers want to possess the seventy acres of land of Aziz Khan, for its sign-exchange value. Their condition is not very different from that of Gatsby who wants to possess Daisy at any cost in The Great Gatsby. The price they offer for land is “pitiably small”. The farmers have no choice, for they are reduced to the condition of bankruptcy and poverty by the alliance between the capitalists and the ruling elite. As a result the Shah Brothers own the whole of Kalapur, with thousands of acres of land but even then their hunger for possession is not satiated. Aziz’ piece of land is the only exception, which they are desperate to get, at any cost.

Interestingly, this shows that even then the capitalists are not at peace with themselves. They are constantly driven mad by their greed and lust to possess more and tormented by anxiety and insecurity. This reflects upon the capitalism and its ideology, with its claims to happiness and prosperity. The capitalists have money, therefore every single institution, individual, office and organization is in their pockets. Ghose makes a critique of capitalism by showing that it is more than an economic divide that it has developed between the masses and the privileged rulers. It is an economic genocide of the people of Pakistan. Ghose shows that the masses are converted into the colonized subjects in their own country after independence. The condition of the farmers and workers in Pakistan after independence is not different from that of the natives under colonization. The capitalists in Pakistan have the life style of the colonizers as painted by Conrad (2001).

The working of capitalism ensures the concentration of wealth in the hands of the few. This reflects a vicious link between the rise of capitalism and the misery of the general public. Ghose shatters the assumptions of the capitalism and its ideologies. The peasants and farmers, as a class groan under debt and have no choice but to sell their possessions to the capitalists represented by Shah Brothers. The portrayal of the working of capitalism in Pakistan during the sixties is verified by other non-literary discourses like that of Lamb (1991). Ghose encourages the rural farmers to act like a revolutionary force, to get rid of naked oppression and exploitation. Ghose exposes the government ministers and rulers for being selfish, greedy, incompetent and corrupt. He also criticizes them for not having any sense of justice or humanity and for having no interest what so ever in the welfare and well-being of the general public.

The Portrayal of the Impact of Capitalism upon People
Ghose shows that the unholy alliance between the capitalists and the corrupt ruling elite has extremely negative impact upon the country. The ruling elite are concerned with the sole objective of minting money. They are least interested in the governance and the country is sliding towards anarchy. Ghose rejects the ruling elite and ministers as thugs and mercenaries, who are quarreling among themselves as dogs over the spoils. The minister here is not different from the “honourable minister”, Chief Nanga, presented by
Chinua Achebe. They both share the “qualities” of sheer ignorance, greed, corruption, deceit, fraud and snobbishness. Ghose has commented upon the worsening political condition and instability in the novel and has painted the politicians, “who had neither ideas nor ideals neither a sense of justice nor a sense of humanity, but were aflame with the burning ambition at once to make their fortune, men whose mentality was no different from that of thugs” (p. 26).

Driven by the spirit of capitalism to possess and own wealth and commodities, for the sake of sign exchange value, the ruling elite is busy in amassing wealth. The wealth of the country is being transferred into foreign banks in their personal accounts, reflecting their inherent insecurity. This further depleted the resources of the country and leaves it and its people in poverty and suffering. This is the socio-political milieu as it prevailed in Pakistan in the sixties under capitalism. He shows that Pakistan and its people are at the mercy of the mercenaries and thugs. Their life is worse than the life in hell. He further exposes the double standards and hypocrisy of the ruling class. Ghose shows that the nation is exhorted to save its foreign exchange by using indigenous products, while the ministers themselves bank millions in their own names in Switzerland.

Rushdie (1988) paints a similar picture of that period in Pakistan’s history. Ghose shows that while the corrupt ministers and the opportunists are amassing wealth, the people are sliding down to the bottomless depths of poverty, amidst repression, cruelty and injustice. Ghose shows that capitalists have an octopus like grip over the country, with the connivance of the ruling class, thereby strangulating every form of life. Duncan supports Ghose’s portrayal of the perverted practices of the ruling class, and the capitalists at the cost of general people. She says that the prices of the raw materials were artificially kept down to benefit the capitalists. Ghose in The Murder of Aziz Khan also shows how the cotton prices are kept artificially low, to enhance the profits of textile owners which enable them to multiply their wealth. This reinforces the Marxist theory about the pivotal role money plays in shaping the lives of the people and its reflection in literature. Ghose depicts that the perverted and primitive capitalistic system and the partial policies of the ruling class, in addition to the corruption, greed and self-aggrandizement among ministers and capitalists, have created a class of privileged few. He shows that the capitalists would go to the extent of murdering people and committing fraud and other such activities to own and possess material goods and property for sign exchange value and to further consolidate their grip over the society and the country.

The rotten nature of the state of affairs at Kalapur (Pakistan) is further highlighted with a suggestion of incest between Razia and Afaq. The youngest of the Shah Brothers, is having a relationship with the wife of his elder brother, Ayub. The venereal diseases Akram suffers from, also reflect the filth and malaise, they live with. This reflects moral degeneration that engulfs the upper classes as a natural result of their crimes. Ghose shows the true character of the representatives of capitalism, and the environment of evil
and curse it fosters and generates. He shows that Shah Brothers, in spite of what they possess, have no future. None of the Shah Brothers has a son, therefore no future in the context of the cultural environment of the Indian sub-continent. Akram and Farida are childless, sterile and barren. Ghose refers to the dark impact of the exploitation through various metaphors and symbols. Ghose shows that Aziz is surrounded by darkness and evil.

The lizards tapping the roofs of their mouths stand for the capitalists and the ruling class threatening the country and its people. Ghose shows that the primitive and naked capitalism in the early sixties divided the Pakistani society into two classes of haves and have-nots. The capitalists have the extravagant life styles, consisting of mix dancing parties at the clubs, bridge parties, cards games, cabarets, and dinners by the side of swimming pools, fleets of cars, bank balances and imported silks, while the masses are condemned to rootlessness and dispossession. Ghose shows the absence of true love and feelings in the marriages of the Shah Brothers. The relation is mechanical and they are maintaining it not for the sake of love but for material considerations. The wife of Ayub, Razia, finds Ayub an “ordeal” which she must “suffer” for the sake of advancing her design of establishing a dynasty. She is conscious of the “annoyance” which the company of her husband arouses in her. She also regards him as a bully. She has an affair with the younger brother of Ayub. Similarly the elder Shah Brother Akram has no true love and affection for his wife. His dancing with his wife is meant to be a public relations exercise.

The huge disparity in income that has resulted due to the working of naked capitalism is portrayed by Ghose in The Murder of Aziz Khan. For the vast majority of Pakistanis nothing is available in the form of civic facilities, like schools, hospitals, drinking water or any infrastructure like roads. They are stripped to the very bones. On the other hand the privileged few and the capitalists like the Shah Brothers can send their girls to England for primary education and to Geneva for finishing education.

Through this Ghose shows the extreme economic gap that has divided the ruling elite from the ruled, reflecting the exploitation of the people. Ghose shows the true face of capitalism and rejects the capitalist ideology of being the bringer of prosperity and happiness. The gulf shows that the capitalists in post-independence Pakistan are not different from the colonizers in their methods of exploitation and suppression.

Ghose shows that the capitalists and their allies are having the luxurious life styles like the kings of old times. The Shah Brothers, the capitalists, are in the habit of displaying their wealth and conspicuous consumption, posing like the new colonizers. After becoming the sole possessor of the wealth and resources of Pakistan, they drive in state to parade their grip and status. Ghose portrays the gulf between the haves and the have-nots that has divided the society in Pakistan after independence. The women of the Shah
Brothers are not behind them in conspicuous consumption. They would wear imported silk in the midst of abject poverty and deprivation surrounding them.

Ghose shows in The Murder of Aziz Khan that independence has brought different “fruits” to different classes of people. While the rich are having the real economic benefits exclusively to themselves, the poor masses groan under misery and suffering. Ghose suggests that in the face of such huge and colossal income differences, democracy, human rights, justice, fair play are reduced only to jokes. Ghose shows that the so called laissez-faire is only the freedom of the filthy rich to enslave the under privileged with perfect immunity. Ghose points out that Pakistan after independence is not better than a dark jungle, with no law. Therefore the Shah Brothers, the capitalists, who represent the power of the filthy money, can inflict punishment, with perfect impunity, on Aziz Khan, who stands for the general public of Pakistan, reinforcing the Marxist theory that who so ever controls money, controls everything else in the society. The only crime of Aziz is that he refuses to sell his land to the capitalists and desires to live an independent, dignified life. It is not acceptable to the new owners of Pakistan, the capitalists. They needed it for its sign exchange value. Ghose shows that the capitalists and the ruling elite in independent Pakistan regarded this crime of Aziz Khan worse than high treason and they want to give him an exemplary punishment. Ghose shows that the destruction of Aziz Khan is actually the destruction of Pakistan. The youngest of the Shah Brothers rapes an innocent village girl and then kills her. At a deeper level, this stands for the rape and exploitation of the whole of Pakistan especially of the rural Pakistan, by the capitalists and ruling elite. That is also the age of this young country which the capitalists have raped non-stop and left it bleeding and disfigured.

Ghose shows that the capitalists had ill-gotten money to distribute among the police and judicial officers. Therefore, they control every single institution of the country. The older son of Aziz Khan is wrongly, tried in a “court of law” and is hanged for a crime, which actually is committed by the youngest of the Shah Brothers. The money enables Shah Brothers to engage the best qualified and trained lawyers, they can purchase the judicial presiding officer, they can also purchase the witnesses, and the police officers as said earlier. The innocent elder son of Aziz is sentenced to death for a crime, which is actually committed by the youngest of the Shah Brothers, Afaq, who is enjoying his life in London in the company of the wife of his elder brother and other girls. The empire of the Shah Brothers announces the departure of Afaq for London. It is the cruelest possible joke to the people of Pakistan. He does not have any degree but he is granted one by his empire, and is on his way to London for “higher studies”. “Rafiq was dead. Jumila Bano was dead. And here he was riding the air like a vulture” (p.144). Indeed all the capitalists are the vultures which have stripped to the bones the carcass of Pakistan. Ghose shows the debilitating impact of capitalism upon the culture and society. He also shows the true face of capitalism. The post-independence Pakistani police and judicial officers are similar to Dr. Gopal, a hospital superintendent, in post-independence India,
depicted by Jhabvala. They are as callous and unsympathetic towards their countrymen as were their colonial counterparts before independence like Dr. Saunders (1975). Conrad also depicts how colonizers can hang anyone with perfect impunity to get rid of any possible economic challenge.

The analysis and discussion have confirmed the fundamental Marxist postulate that the economic base of the society controls its superstructure in the form of institutions and organizations. Ghose shows that everything is rotten at Kalapur (Land of Darkness), which stands for Pakistan. The cruelty and repression of the British Raj days against the native subjects, pales into insignificance, when compared to the monstrous and appalling oppression and crimes committed collectively by the new ruling elite and the capitalists. Ghose rightly describes the situation as it prevailed in Pakistan after independence as the “organized mendacity” of the whole community. Ghose suggests that the alliance between the ruling elite and the capitalists in Pakistan in the sixties was as illicit and unlawful as the relationship between Razia and Afaq. It is totally rotten and needed to be dismantled and replaced by a just, fair and egalitarian social and political order.

The Portrayal of the Challenges for the People under Capitalism
Ghose highlights the difficulties and the challenges involved to get free from the grip of the capitalists. Ziauddin Sardar in the foreword to Black Skin, White Masks by Fanon, contends that colonization affects ego, self-respect of the subject individual and he ceases to be self-motivated person. The colonialist ideology desires to create such passive subjects who do not put up any resistance. They are made to believe that everything, including their material conditions and historical circumstances are in the hands of their Kismet (fate), therefore no use to put up any resistance or struggle to change it. Similarly, Ghose exposes the working of the capitalist ideology in different ways and dimensions. The capitalist ideology also wants the continuation of the same attitude and the belief system. It helps the elite to maintain their power and status. As a result, people do not make an effort to come out of their miserable place and rock the status of the ruling elite. This brings in the role of the capitalists ideology in keeping the people at the mercy of the wealthy and the rich. Ghose in The Murder of Aziz Khan shows that the people of Pakistan take every injustice and cruelty meted out to them by the powers that be, as their Kismet (fate). Qazi in his short story titled The Laid-Off Man also shows Dev as a victim of colonialist ideology, therefore blaming himself for his lack and insufficiency and not the American capitalism for his dismissal from his job.

The Portrayal of the Anti-Capitalist Agenda
The narrative mirrors the condition and the attitude of the people in Pakistan, which is still the same as it was under colonization, as desired by capitalism. The people develop the superstitious nature and fatalistic belief under colonization and capitalism, which Ghose describes as “defeatist fatalism”. Ghose wants the general public in Pakistan to shatter the capitalist ideology and to rise up against the corrupt oppressors. Louis
Althusser in his essay suggests that the capitalism through its ideology reduces the people into subjects, who are willing agents in the service of the capitalist system. The ideology makes them accept the status quo. Ghose attains Fanon like position with his advocacy of action against exploiters and disapproval of complacency on the part of general public (Fanon, 2008). Ghose shows that the indifference of the people to their plight and cynicism was a direct result of the colonialist and capitalist ideologies. This is common among all postcolonial societies. The Shah Brothers are not satisfied with the judicial murder of Rafiq, the elder son of Aziz, which they arranged and supervised. They are determined to inflict an even more terrible punishment on Aziz for his crime of refusing to sell his land to the capitalists. They hire assassins and get Aziz’s second son, Javed killed.

The important and the pivotal role played by the workers in the production process and their exploitation by the capitalists, is highlighted by Ghose in The Murder of Aziz Khan. He focuses upon the outright and utter exploitation of the workers by the capitalists in Pakistan in the sixties. He shows that the basic rights of the workers are denied by the capitalists. He exposes the tactics used by the capitalists for denying the legitimate rights of the workers, like organizing themselves into the unions and associations. Through the characters of Riaz and Saleem, Ghose, points out the cruel and inhuman treatment meted out to the workers by the capitalists in Pakistan during the sixties. Riaz and Saleem subscribed to socialistic ideas and invariably pointed to the injustice of the capitalistic system. They want the workers to get united and put an end to the exploitation of the workers through collective bargaining. Ghose is unsupportive of capitalism and believes it is based upon human exploitation. Ghose also voices his support for the concept of socialistic partnership of the workers and the capital and makes Riaz express their genuine grievances.

The highhandedness of the capitalists towards their workers is portrayed by Ghose in The Murder of Aziz Khan. He shows that the workers are dismissed from their jobs by the capitalists to punish them for raising their voice against injustice and exploitation. The workers are abused and humiliated before being dismissed. Ghose shows the power of the capitalists and the vulnerability of the workers in a capitalist society and culture. The Shah Brothers, the capitalists, in The Murder of Aziz Khan, kill Aziz Khan’s two sons and grab his ancestral land. This is of immense symbolic significance. Ghose persistently shows that the artificial division of the society in the name of capital formation distorts the social, cultural and political fabric of the society. He shows that human rights, civil liberties, democracy simply cannot survive in these conditions. The narrative mirrors the appalling conditions of the people, the institutions and the loss that has been done to the social and cultural fabric under capitalism. Ghose shows that the capitalists take possession of Aziz Khan’s land, by fraud, bribery and the misuse of power. This stands for a complete takeover of Pakistan by the capitalists and their allies, through corrupt practices. This results in complete subjugation of the farmers and the workers in rural
and urban Pakistan to the capitalists. Since the economic base is controlled by the Shah Brothers, the capitalists take control of the whole society including its institutions, bureaucracy, police and judiciary. Aziz Khan tries to get the justice, but the efforts prove to be futile and fruitless.

The final picture of Pakistan that emerges from the portrayal of Ghose is that of lawlessness, cruelty, violation of basic human rights, economic genocide of the workers and the farmers. Ghose shows that the unholy and illicit alliance among the military and the feudal politicians and the capitalists subjugate the people, with no prospects for any change for the better. The dispossession of the millions for the enrichment of the few, the marginalization and exclusion of the workers and the farmers and the total denial of justice with no place and scope for appeal, shows categorically that no good is to come out of that rotten smelling primitive capitalism. Ghose wants to arouse the feelings of outrage and indignation in the hearts of people in Pakistan against their exploiters. Ghose wanted the people of Pakistan to stop this cruel march of capitalism and ruling class. The portrayal of the social, economic, emotional and psychological destruction of Aziz Khan conveys Ghose’s disillusionment and disappointment with the present and the future of Pakistan under capitalism. The image of the dispossessed Aziz Khan staring at his own land from behind the barbed wire becomes the climactic metaphor of the novel. The situation of Aziz is not different from that of Javni and Annand in The World is a Bridge by Weston (1950). They both have a lot of expectations from freedom and independence, but not only their dreams are shattered, Javni is ironically killed by the rioting crowds and Aziz is meted out a punishment worse than death.

Ghose shows the killing impact of the working of the capitalism and the capitalist ideology on the individual psychology and identity. After Aziz is disposessed of everything he has, including his two boys, his wife, his land, which carries infinite value, and the reason for his refusal to sell it. He is no more his usual self. He becomes a lost soul. His condition is not different from that of Shylock in The Merchant of Venice, by Shakespeare (1992) towards the end of the play, except that he does not have the flaws and short comings which Shylock had (Ghose, 1998). Ghose portrays the conversion of Aziz from a happy, contended man, who loved his profession and celebrated his family and social life to a homeless, familyless, landless man, totally stripped of everything he possessed by the capitalists with the support of the ruling class. His life lost its direction, sense and meaning, therefore, the title of the novel, The Murder of Aziz Khan.

**Conclusion**

The discussion and analysis have shown that Zulfikar Ghose in The Murder of Aziz Khan has presented a critique of capitalism and its ideology. The study has shown the negative impact of capitalism upon the common individuals as portrayed by Ghose. The study has shown that the Shah Brothers, the capitalists, had money, therefore they could get anything by any means with perfect impunity. They could kill people, snatch the
properties of others, could bypass the law through bribery, fraud and deceit. This has verified the Marxist postulate with reference to The Murder of Aziz Khan that the economic base controls the superstructure of the society. The study has also shown that capitalism causes the concentration of the wealth in the hands of the few with terrible consequences for the people, the social fabric and the institutions of the country. The capitalism guarantees luxurious life styles to the capitalists, like Shah Brothers, but imposes hunger, deprivation and general unhappiness. The society of Pakistan under capitalism in the sixties was divided into two classes of haves and have-nots. Ghose has presented the cruel impact of the unholy alliance between the ruling elite and the capitalists upon the common people in Pakistan. The study has shown the impact of the working of the oppressive socio-economic forces and the ultimate deprivation and the poverty for the ordinary people of the country. Ghose has also challenged the capitalistic ideology for its claim to general and universal prosperity and happiness for the society. He has exposed the capitalism as a curse for the common people and that capitalism protects and promotes the interests only of the capitalists at the cost of the common people. The study has further shown that Ghose has written this novel out of his deep and active commitment to change.

References
Role of Pak- Bangladesh Media in Regional Integration

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Abstract

The main theme of this paper is to examine communications policies of Pakistan and Bangladesh in the context of the flow of news, and their implications for regional integration. This research paper is related to the role of developing journalism in regional integration and promotes a News Pool as an alternative to the dominant western news agencies. The communication policies of Pakistan and Bangladesh would particularly be interesting because the two were a single country before 1971 and their integrating policies are more important and valuable from regional integration point of view. This paper would be useful in understanding the problems confronting regional integration. It would be a useful guide for South Asia in order to better understand the flow of regional news into Pakistan and Bangladesh. This research paper would also highlight the importance of the news exchange in the region that flow into Pakistan and Bangladesh and the institutions that regulate the linkages. One question is whether there is a need for institutional framework to accommodate regional exchange and integration.

Keywords: Communication Policies, Regional Integration, Asian Countries

Introduction

This research paper is a descriptive and analytical analysis of the flow of regional news in Pakistan and Bangladesh. Its implications and affects for regional integration will be undertaken in this research paper. We would investigate the flow of news to and from Pakistan and Bangladesh. This paper undertakes the scrutiny of the practice of exchange of news, the national and international institutions, reporting of regional news and attitudes, perception of the editors towards that regional news. The role of the transnational media would also be considered in terms of its contribution towards the National news services and the type of news they transmit both to Pakistan and Bangladesh.

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The targets of this research paper are the South Asian countries of Pakistan and Bangladesh. The question that arises is that if there is imbalance in regional news and if it is how can it be removed? What are the areas of shared interest among members of this region? And exactly how do the established institutions influence the flow of regional news?

**Hypotheses**

i. There is a perceived information imbalance in the flow of regional news of Pakistan and Bangladesh.


iii. International news receives greater attention than regional news both in the electronic and print media.

iv. Pakistan and Bangladesh are seeking more access to regional news and national telecommunication plan will subsequently facilitate the regional exchange of news.

v. There are increased cases of Government involvement in the press with the establishment of alternative news exchange channels.

**Assumptions**

Developing countries are inclined to cooperate more on enhancing mutual cooperation that leads them to regional integration as a positive alternative to their structural dependence upon the western countries. World powers dominate the mass media content of other countries through supplying outside news. According to a UNESCO survey of the world’s mass media “there is an imbalance in the flow of information between countries and in the content of what flows.” The scope of the problem would be limited to the flow of regional news into Pakistan and Bangladesh and its implications for regional integration.

**Methodology**

Content analysis of selected Pakistan and Bangladesh newspapers will be conducted to ascertain the veracity of information flow between the two countries. The sampling would be mainly of the English newspaper with a few selected Urdu and Bengali newspapers as a basis of comparison of news content. The purpose of this content analysis would be to determine the amount and kinds of regional news in comparison to national or international news, sources of news, biased and unbiased reporting of regional news.

After completion of the content analysis the research procedure would aim to seek out the salients of the Communication process and organization of mass media of these two countries. The research paper main focus would be on the regional news exchanges, the national news agencies and their connections, exchanges with other national and international news agencies as well as the international reporting or regional news. Also
included in the investigation would be restrictions, inducements, quantity, quality and costs of the various types of news exchange process. An analysis of the flow of regional news would also be comprised an essential part of this research paper.

During the course of this research paper, we are interested to determine if there is an imbalance in the flow of regional news between Pakistan and Bangladesh, and if so the nature and extent of it and what is possible solution to changing it. In order to widen the scope of the research paper, I would also interview editors to assess the types of news that they would like to receive and the extent to which they review themselves as part of region, in their view. One of the major research tasks will be to define what a balanced regional flow of news is. The research paper would explicitly deal with institutions, their ownership and productions or regional news and the movement of the news within the region. We would also investigate the institutions during the course of this paper in facilitating or inhibiting the regional flow of news.

**Expectations**

It is our expectation that the Associated Press, Agency France-Press, United Press International, Reuters and Toss and their reports of International and western news dominate the news of Pakistan and Bangladesh. However, it is our prediction that despite historical regional hostilities, there will be more attempts to develop an infrastructure for the exchange of regional news. We expect to find that Pakistan and Bangladesh are moving toward more news exchange with Third World Nations such as China and others due to biased news reporting of western media. We would expect that if favorable reporting of regional news becomes goal of every government then it would be result in more restrictions, regulations and official control which is harmful for an independent media.

**Review of Literature**

Kali mullah in his paper entitled “Information Imbalance in Asia” states that the two national news agencies, the Associated Press of Pakistan and the Pakistan Press International confine their collection of news mainly to the larger cities and emphasize politics. Furthermore, he states that international agencies such as Reuter, Associated Press of America and others having their own vested interests are responsible for increasing this imbalance by stressing coverage of the western World and disseminating in fewer developing countries. Thus their pattern of news reports is biased.

**Media in Bangladesh**

In Bangladesh there are three news agencies, the Bangladesh Sang bad Sangsthe (BPT), the Eastern News Agency (ENA) and the Bangladesh Press International. ENA is under private ownership whiles BSS and BPI are managed by the government. Foreign news agencies are required to operate in collaboration with the national news agencies. BSS
and ENA have links with major agencies of the world and are the principle sources of news to the local press, radio, and television.

**Media in Pakistan**

In Pakistan the electronic and print media has made a tremendous growth during last seven years (2000-07) due to deregulation policy of the government. A large number of Newspapers and News channels are operating and are being managed by private sector. There are more efficient in the coverage of news and dissemination of information. Some channels are specifically concentrating on business news and economic issues and following innovative methods of news coverage and in their presentation. Similarly, print media is still dominating the media scene and has maintained its importance as a vital source of information through innovations of methodology and technology.

**How to remove regional imbalance?**

In order to correct this information imbalance Haq (1975) stress that a greater interest should also be created among the peoples in domestic the affairs of the countries of Asia and Africa in general and neighboring countries in particular. He suggests that organized efforts should also be made at various levels to increase the flow of information from and among these countries. The news agencies and newspapers of the region should be encouraged to develop closer ties among themselves and there should be frequent exchanges of media personnel. Furthermore, he says that institutions should be developed to offer extensive training facilities for media personal of the region.

**Comparison of Pakistani and Bangladeshi Media**

In Bangladesh, the four major newspapers are managed and run by the government. The government also controls advertisements from nationalized industries and other public sector agencies which have created financial difficulties for newspapers.

Radio Bangladesh, a state-owned enterprise, broadcasts a total of 80 hours of daily programs in English, Arabic, Nepali, Pushto, Urdu, Punjabi, Hindi, and Bengali. Stations are located in Dacca, Chitagong and Rajshahi. Radio Bangladesh’s main divisions are: external services, central news organization, music and transcription service, program planning, farm broadcasts, education broadcasting, publications, commercial services, reference-liaison and public relations. Bangladesh Television (BTV), a government-owned network, with stations in Dacca and Raajshahi telecast for four hours daily and started a regular educational program since 1975. About 9 more relay stations are working since 1978.

In Pakistan, daily newspapers, mainly in Urdu(70 titles) and English (22 titles) are published from 16 towns and cities, of which Karachi, Lahore, Hyderabad, Faisalabad, Peshawar, Rawalpindi Quetta and Islamabad are main centres.
The Associated Press of Pakistan (APP) under government control has metropolitan bureaus in Karachi (head office) Rawalpindi, Lahore, Multan, Peshawar, Quetta and seven regional bureau offices, employing 257 full-time and 15 part-time staff. It has no foreign bureaus, but has 2 full-time correspondents abroad in London and Katmandu. APP has a daily output of 30,000 words of national and local news and 20,000 words of foreign news, all in English. ABP serves the press, broadcasting services, government departments, diplomatic missions, the university and commercial interests.

Pakistan Press International, another semi-government national agency receives services from AP, AFP and DPA. It has an average daily output of 150,000 works of national and local news and 150,000 words of foreign news, all in English. PPI serves 55 newspapers, the Pakistan Broadcasting Corporation Pakistan Television Corporation and private TVs. Its other services include features (40 to 50 a month) and photos (300 a month).

A third agency, United Press of Pakistan, specializes in national news while National News International (NNI) is a private news agency. The Pakistan Broadcasting Corporation is an autonomous statutory body was set up in is the official radio broadcasting service. The corporation’s short-wave broadcast are widely received and reliable medium-wave coverage will be extended to all parts of the country, it has also introduced social program like instructional broadcasts on health and hygiene, farming methods, etc. to rural areas. The Pakistan Television Company, a public corporation with the government as majority shareholder, now operates stations at Rawalpindi/Islamabad, Karachi and Lahore Peshawar, Quetta and Multan and covering 70% of population. Main sources of revenue are commercial advertising,

Privately owned television networks are expanding rapidly since 2000 and people trust and rely more on them regarding national and international news. Most popular private television networks are: GEO, AAJ TV, ARY Television, Business plus. As the government has deregulated Media policy more and more Television networks are entering the market day after day with new ideas and specific field of programs. Now most of television networks are airing news and programs round-the-clock without any break. Pakistan Television, GEO and some other TV networks have started exclusive transmission for overseas Pakistanis living in USA, Canada, Europe and Middle East to kept them inform what is happening in Pakistan and Pakistan’s expanding role in world politics and economy.

**Conclusion**

Keeping the scope of media in Pakistan and Bangladesh and its growing role in national development and politics in mind both can be easily traced. However, both the electronic and print media are still heavily depending on western sources of information. The internet has expedited the process of quick gathering of news from all over the world and has also reduced time and distance, making easiest the flow of news and views. But it is
also under western control and it is being used as a means of the expansion of western culture, economic thoughts and policies. It has also enhanced imbalances in the flow of information. The reliability of news or information on internet is also doubtful. Raghavan in his article on “Thoughts of Third World Journalist” states that in order to promote collective self-reliance, less developed countries as a whole, at the regional levels, should take steps to ensure that information and communication networks are used to further and promote the establishment of the new international economic order.

This historical setting of the South Asian Region is far from being favorable to regional integration. The disintegration of Pakistan and the birth of Bangladesh in 1971 and US occupation of Afghanistan and the subsequent anti-Pakistan stance of Karazai’s Government emphasize the historical differences in the region. Given this setting, it is questionable whether Pakistan and Bangladesh would ever trust positive reports from other countries of the region in their news or regional cooperation in news services. However, cultural, educational, economic and information ties are growing between Pakistan and Bangladesh and the media of the two countries are playing a vital role in it. Moreover western countries are aggressively used media to influence the societies of less developed countries (LDCs) and promoting their political and economic ideas. Some of their programmes and reports are biased, aiming at generating upheavals among ethnic groups. In this scenario, regional cooperation in exchange of information and integration of media policies is more imperative. Pakistan and Bangladesh have realized the situation and are expanding their mutual understanding on different issues including role of media in regional integration.

References
Role of Mass Communication in Adult Education

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Abstract

Illiteracy in Pakistan is a curse which must be liquidated as early as possible. The pity is that even 66 years of independence, illiteracy could not be wiped out. It is an undisputed fact that 100 percent literacy cannot be achieved in near future through formal education system alone. For the purpose the utility of mass communication is essential as an alternative system of education for achieving the cherished goal of 100 percent literacy effort in Pakistan.

Keywords: Mass Communication, Adult Education, Literacy, Educational Policy, Formal Education

Introduction

Launching of massive Adult Education Programme

The growing number of illiterate in Pakistan is a matter of great concern. Low literacy is not encouraging for the socio-economic growth. During the past six decade, Pakistan has tried to tackle the problem of illiteracy haphazardly. According to UNESCO (1992, p.17) “Pakistan is a state based on Islam which lays great emphasis on education. Various Governments in Pakistan have framed education policies to achieve the universalization of primary education and have fixed target date one after another but still the goal has not been achieved” (Jatoi,1993, pp.7-8) further pointed out the literacy situation as follow:

“However, there has been considerable expansion in number of educational institutions and enrolment. Despite the quantitative jumps, Pakistan still stands in the low levels even when compared to the developing countries”.

Several educational policies have been formulated since the birth of Pakistan in 1947 to eradicate illiteracy within the shortest possible time through universalization of primary education and a massive adult education programme, such education policies are as follows:

1. All Pakistan educational conference 1947 was organised by Ministry of Education (1947, pp.45-46) with a view to enhance literacy rate. Central
Advisory Board was established to launch literacy drive support by radio broadcasts and other audio-visual aids. The results were not encouraging due to lack of resources.

2. The National Commission for education recommended that school and college students should be used as teachers. It was recommended by National Education Commission (1959, pp.200-201) that:
   i. The use of school children as teacher in an effort to make their parents literate.
   ii. The use of un-graduate college students as adult literacy teachers.
   iii. The use of one literate adult to teach another under “each one teaches one” approach.
Despite of the above recommendations, the goal could not be achieved due to lack of student’s interests.

3. The National Education Policy (1970, p.5) recommended to establish National Education Corp for imparting literacy to 5 million adult illiterates within next five years. Due to political instability in the country, war with India, the target could not be achieved.

4. Educational Policy (1972-1980, p.5) recommended 2,76,000 literacy centres for education of 11 million illiterates, 500 Factory schools, 3500 Farm Schools, 5000 Women Education centres and 300 out of school centres. However mismanagement, lack of resources, lack of any check and control system were the causes of failure of the policy.

5. National Education Policy (1979, p.5) introduced television and radio for teaching to illiterates. Allama Iqbal Open University was given responsibility to train 10,000 literacy teachers. The results of this education policy were hopeful to some extent but for from the set target. It was because of the non-sincerity, mal-appropriation of funds and non-cooperation of bureaucracy were the reason to fulfill the targets.

6. National Education Policy (1992, p.21) recommended the primary education compulsory, to reduce dropout rate, to support NGO’S and GO’S and National Education Training Commission was established to co-ordinate all the activity. This policy produced some positive results but frequent changes in the political governments gave a severe setback to this policy.

7. The National Education Policy (1998, pp.21-23) suggested that the National Literacy Movement will be launched to free the society from illiteracy by the year 2010. Prime Minister Literacy Commission (PMLC) was established to
control and monitor the literacy movements. In far-flung areas 25,000 Non-
formal Basic Education (NFBE) community schools were established and
teachers of NFBE schools will be trained by AIOU. Radio and television use was
also recommended. This policy was again badly affected by the political changes
in the country.

However, it is very common and quite consistent in all the policies documents to
exaggerate target and under estimate cost. By and large effective, but was not extensive
enough to cover all illiterates in time-bound frame, because of a very large number of
drop-outs. It was not only useful but also absolutely necessary to utilize media for
creating an environment where all the in age group of 6 to 11 years enrolled and retained
in school and other illiterate persons covered through various alternative systems of
education for making them functionally literate.

Experience from Media
Taking such a view, Government of Pakistan accorded high priority to Adult Education.
It was included “10 point programme”. The education imparted in the programme is a
package comprising acquisition of literacy skills, up gradation of vocational skills for
more productive activities and raising the level of social awareness of the beneficiaries of
the programme. To implement this programme on a massive scale, besides the
Government agencies, several voluntary organization and universities have been brought
together to quicken the pace of implementation to move towards realising 100 percent
functional literacy in the shortest possible time. It was in this context that the media
became effective and attractive to all persons.

Media resources were expanding to enhance its reach among the masses; power of media
to bring about attitudinal changes is well recognized. Media easily motivate the learners.
Communication opens up vast possibilities of tackling the problem of illiteracy. With this
view, National Education policy, 1998, laid special emphasis maximum use of media in
adult education.

Need for Constant Mass Communication Support
Reasons
Adult Education needs mass communication support constantly due to following reasons:
  i. Carrying objectives of adult education programme to the people in the shortest
     possible time.
  ii. Sensitizing and motivating people to participate sincerely in the programme.
  iii. Enhancing awareness on the environment and other allied problems.
  iv. Reinforcing massive training programme for adult education persons through the
     communication media.
In view of comprehensive nature of adult education, a variety approaches, methodologies and materials have to be used to realize the objectives of the programme. It is in this context that the role of media becomes more important and relevant.

Advantages
The media becomes vitally necessary in a large likes ours, where vast masses of populace are to be covered under that programme to impart to the functional literacy in a short period. Therefore, it has become imperative that electronic as well as traditional folk media are used essentially for: (1) promotion as well as instructional purposes in the programme, particularly in relation to the aspects of creating congenial environment for the programme to operationalize teaching- cum learning process, training and orientation of functionaries; (2) follow-up of the programme; and (3) subsequently perusing Continuing Education Programme.

In short, advantages of the use media in the programme are as follows as pouted cat by Kay, A and Keith Harry (1986):
- Communication becomes effective and proper;
- Less effort is involved in communication;
- Message transmission becomes easy;
- Literates, neo-literates and illiterates --- all are influenced;
- Explaining of difficult subjects becomes easier;
- Contents are retained for a longer time;
- Message reach wider circles of people; and
- Motivation of participation is sustained for longer duration.

Media Modes and Adult Education
Media in its different modes promotes adult education in various ways. They are discussed in the following Para:

Television
Television/video programmes are widely recognized as the most powerful media for communication. Many developed and developing countries have been using it for purpose of education and development. It can reach out to an enormous cross section of population with simultaneous presentations and combines various kind of audio-visual aids. It is capable of helping learners and viewers to overcome the cultural barrier and social deficiencies. In short, television has immense attraction and enormous potentially in forming attitudes, shaping values, and broadening vision of life. In the field of education, television is used for different modes of education –non-formal, distance, planners and correspondence. It has become an effective medium for teacher, trainer and those handling correspondence education. About 90 percent of the population has been benefiting from television (DAS, 1993, p.102).
Presently, most of the messages relating to adult education find place in the national programme. Quite obviously, they cater to the needs of national language speaking. By its very nature adult education programme has to keep in view the huge proportion of illiterate population of our country living in different geographical regions: social norms, taboos, family and social tradition, etc, they have to be motivated and educated through appropriate messages in their local languages/dialects by Regional Stations of television channels.

In Pakistan, television literacy or community viewing centres were established in 1983-84 with a view to provide literacy to the community. All the centres were provided with television sets for viewing of tele-lessons and services of a teacher to supplement the television lessons with face to face instruction, under the program 1024 community centres with an enrolment of 20480 learners remained in operation (Ghafoor, A., et, al.1994, pp.47-51). On 12th May, 1983, the president of Pakistan announced a ten point programme to promote literacy in the country. It included involvement of all sections of the society and use of electronic media for motivational drives and organization of literacy classes.

**Radio**

New technologies have given many developments in educational broadcasting. Prominent among these have been the transistor which allowed more people to use radio conveniently. The improvements in recording techniques permitted a flexible use of broadcast. Moreover the spread of new transmission systems such as cable and satellite resulted in possibility of much increased coverage. India used satellite instructional television for distant villages to make them literate with the support of United States in 1975 (DAS, 1993, p.99).

Radio/audio programme has been effectively utilized for rapid expansion of education. Radio and tape-recorders are common everywhere now-a-days. There is an adequate infrastructure for production of programmes and many agencies have been producing radio/audio programmes. Therefore, utilization of radio audio programmes has become most convenient.

The radio/audio programmes should necessarily be accompanied by pre- and post-broadcast activities, use of printed graphic materials for making it useful and interesting to different groups of learners. Pakistan Broadcasting Corporation covers nearly 100 percent of the population of Pakistan. (Rashid, 1999a, p. 11)

Nature of these programmes is generally motivational and functional. The Allama Iqbal Open University has been producing programmes for teacher training and functional education with its distance education approach and supported by Radio and TV. Almost all Radio stations produce and broadcast programmes of non-formal education of AIOU.
for drop-outs and those who have not joined schools. Radio FM of AIOU broadcasts regularly non-formal educational programmes to thousands of farmers.

**Films, Film-Scripts and Documentaries**
Films have been playing an important role for educating and entertaining people in general and students in particular. Feature films and documentaries have been more popular in educating people. According to Rashid, M. (1999b, p.52), films division of Government of Pakistan has been significantly producing films, particularly documentaries. Films Division is the largest central Government documentary film-producing unit in Pakistan under Ministry of Culture and one of the largest of its kind in Asia. For learners, these films have been found very useful.

By and large, the coverage by the Films Division of Government of Pakistan is confined to production of documentary and other short feature films. After repeated telecast, these lose their charm and are replaced by fresh telecast, but since these are of short duration and are particularly specific these do not carry the same weight compared to messages which are communicated in a very subtle way by means of pithy dialogues and conversations on values of life, need for change in attitudes, social norms, etc., in films produced by private film producers. According to Mangal, and Uma Mangal (1991, p-60), film-strips and slide-tapes are also produced by various agencies which are educationally highly useful as these educate people on various subjects, such as population education, environment, and national integration as components of adult education.

**Print Media**
Creating awareness is one of the important aspects of adult education. The print media is particularly more important in creating awareness about education among people who suffer from following disadvantages as stated by Samanta (1991, p.36).

Lack of knowledge or ignorance which prevents people from taking full advantage of available government facilities and assistance in diversified areas like agriculture, animal husbandry, industry, family welfare. Inequality of wages for equal labour due to lack of knowledge about labour laws, problems of child labour, etc. Social discrimination due to social factors like dowry, child marriage, indifference towards health and hygiene. Indulgence in superstitions like exorcism. The Print media, newspapers, magazines, journals, can create awareness and educate people through use of local languages/dialects effectively.

Referenced three main objectives of the newspapers by Lalit Kishosre, 1989, p.73:
The first objective of the newspaper is to comprehend the views, needs and problems of the people and to forth them accordingly. The second objective is to create desirable feelings in the people. Third objective give frank and accurate expression of social events to educate, awaken and mobilize the people. However, “News is usually information from which the people derive stimulation”. Cartoons in newspaper are sometimes so striking that magazines reprint and readers cut these out and preserve these to show to others. Publishers of print media also issue annual collection of cartoons. Posters and charts can also be effective medium for sensitizing, generating awareness and educating the people. But these should be efficiently designed and made attractive.

Traditional and Folk Media
The traditional folk art is an effective medium for educating the people. Development agencies and educational institutions have been using it to convey educational messages to the people. The media belongs to the people who are all media’s target groups. Usually people are familiar with a variety of forms of media such as puppet shows, dramas, storytelling which have been common by used for communicating various educational messages.

In India literacy house, Lucknow has been successfully using puppet shows since 1960. They train functionaries and field workers to use puppetry for creating congenial atmosphere and motivating people for adult education programmes. The Literacy House organizes training workshops for making and using various kinds of puppet such as glove puppets, string puppets, shadow or leather puppets, rod puppets, and the like. Out of these, glove puppets are the most popular and easy to learn and handle (Singh Madan. 1990, p.92). Such type of puppet shows can be started in Pakistan with the support of NGO’s to get the same results.

As we have seen, modern forms of media--- like T.V., radio, films, and print media---have been used to attain 100 percent functional literacy under adult education programme.

Conclusion
For further improvement, expansion of different forms of media at all stages should be widely used at national, state and district levels to disseminate useful information pertaining to adult education. The production of information to be disseminated must precede careful planning to suit long term interests of the programme. The National Policy of Education, 1998 has clearly mentioned in this regard as follows: “The generation of relevant and culturally compatible education programmes will form an important component of educational technologies, and all available resources in the country will be utilized for this purpose”. Since the media has tremendous potential of registering profound influence on the public. Proper screening should be done in the production process of media items. For effective utilization of media for adult education
programme, necessary steps should be taken to generate inputs through research and evaluation on continuous basis to bring about improvements in the programme output.

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Why does Testing English Language Skills Really Matter?  
Issues and Challenges in Pakistani Higher Education

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Abstract

This paper highlights the causes of incompetence amongst the higher education English language teachers in Pakistan to assess the skill-based language competency of non-native English language students. It elaborates the needs for training the faculty members teaching English courses to learn how they can enhance the real potential of their English language students with focus on listening comprehension, speaking, reading comprehension, writing and grammatical structures rather than only a written recall-test of three hours. This test of recall does not improve higher education English language students’ required skills for real life competency in professional context. Neither does the written recall-test help build confidence in professional presentations while they are engaged in their active learning mode at the universities. The concern to augment the skills of higher education English language students was raised through a sample of \( n = 227 \) higher education students who failed to prove their skills significantly in conventional test of English language at the undergraduate programme of studies. The study concludes that a conventional three-hour English testing practice is too insufficient to build the language-bound skills-based confidence and required performance in professional context.

Keywords: Skill-oriented language testing, non-native higher education students, linguistic competency, conventional language teaching styles, language-deficient performance

Introduction

In Pakistani context, when higher education students in various disciplines commence their professional careers, they experience issues and challenges in dealing with matters that require English language competency to resolve these professional issues. The assessment of English language at present in most of the higher education institutions in Pakistan is summative in nature rather than continuous summative assessment. Consequently, this non skill-oriented assessment of skills in English at higher education disregards the potential of students in different skills. This practice also breeds the concept amongst the students that their notion is right to rely on endeavours to pass English language examinations in written form only.

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The scenario is present in almost all professional organizations in which graduates and undergraduate students apply for jobs. The language-based competency and skills are neglected aspects in the professional context. The course outlines of many universities offering the pre-requisite Basic English course do not help students practice their language skills in professional situations. Incompetent skills in listening, speaking, reading, writing and grammar often cause frustration amongst the professional students to retain their jobs and get promoted. This is merely because HEIs in Pakistan have not been able to address this issue in their core curriculum planning to test the English language skills of students. Non skill-oriented English language testing practices at higher education level have also caused an undesirable effect on non-native higher education students’ job interviews on various occasions. These practices have influenced the non-native higher education English language learners’ competency in professional life in particular.

Only a summative assessment of skills in English language does not help higher education English students attain skill-oriented performance. Consequently, the learners and the teachers both have remained baffled about the traditional approach of testing competency in English language courses. Most international language tests such as TOEFL and IELTS also emphasize on the same pattern. Sheingold, Storms, Thomas & Heller (1997) in their report also stress on the skill-oriented language tests. The writers elaborate the need of testing higher education students’ performance in English through authentic standardized testing with focus on students’ English language skills.

The demand for English language in professional contexts has urged the higher educational institutions in Pakistan to adapt to globally utilized techniques for assessing higher education students’ English language skills. This has been so to foster genuine English language skill tests. The current practices of testing English language skills at higher education in Pakistan are not productively followed by the assessment procedures that need to be pragmatic and predominantly skill-oriented. Consequently, urgency has bred amongst the higher education institutions to strengthen the current English language testing strategy to foster skill-oriented linguistic acquisition. The present study enlightens such measures that can augment English language testing strategy with a focus on skill-oriented pedagogy at higher education rather than traditional practices to assess non-native English student’s competency in English language through one written test only.

There is significant difference between language test items given to the higher education students in English language tests and their actual linguistic skills. Good marks in English language tests do not relate with the competent English language skills required in the real life. This enigmatic gap has particularly widened both in the public and private sector higher education institutions. The other major problem that generated the probing scenario in this direction came from the evidence that the non-native higher education students of English language in Pakistan rely heavily on the past examination patterns
which directly prevents language instructors to induce skill-oriented language teaching strategy. These examinations do not test the skills in English language. In particular, the skills of listening and speaking are the most neglected areas of testing language skills. This non-professional language skill testing of higher education has led the students into believing that mastering the contents of five-year test papers and other faculty-made language tests would ensure effective performance in conventional language tests.

The major questions that formed the basis of this study are: 1) How different are conventional and skill-oriented language testing strategies in the context of higher education English courses? 2) What is the impact of a conventional three-hour written English language test in the context of professional skills of HEIs English students?

In the context of the present study, the research scope is restricted to higher education English language assessors, instructors, language examiners, language test publishers, and authors, language test policy makers, language test item writers and language test content analyst. The study findings should not be generalized beyond the context of the scope. The study is also limited to the current conventional English language testing procedures in Pakistani higher education institutions. Teachers engaged in delivering conventional English language content in formal classroom situations at higher education were restricted to the province of Sindh only as the access to other provinces was beyond the scope and affordance level due to insufficient research grant. The competency of other functionally parallel English language tests at higher education must not be generalized as the result of this study. The results generated through this study must not be generalized on global context of higher education English language testing system.

The study is justified in that it highlights measures that can augment higher education student’s mastery of skills in English language tests. The study of this magnitude was not known to the investigator neither was an efficient tool known to the investigator that they could use to measure the actual competency of higher education English language students. The study addresses the issues to draft a national policy for English language testing across the HEIs in Pakistan.

**Skill Testing Perspectives**

Shamim (2009) elaborated this lack in her study categorically emphasizing that a linguistic divide is evident in the educational institutions in Pakistan. This research study elaborates endeavours to measure the competency of non-native English students at higher education. At present, some of these skills are being tested in a single end-of-semester written examination which eventually hampers the real skills in a specific context. Malik (2009) emphasized that adequacy of language teaching expertise coupled with valid language tools has not been employed in Pakistani higher education institutions to teach and assess English language proficiency productively.
Ali (2006) points out how the educational policies of Pakistani higher education affect the performance of students in formal language assessment contexts. Higher education English language tests are expected to enhance and develop required professional skills in English language not mere recall of facts and information. The current language assessment procedures of higher education in Pakistan lack the effective use of language laboratory required to reduce the pedagogic differences and issues between language teaching and testing techniques.

Foxcraft & Davies (2006) describe guidelines for skill test in language through computer and Internet-delivered language testing. In the similar fashion, Hambleton & Patsula (1999) explain the importance of increasing the validity of adapted language tests. They categorically emphasize on myths to be avoided and suggest guidelines for improving higher education English language tests. This scenario is one of the major driving forces that shaped the study in this direction. Ancess & Hammond (1994) carried out a study on authentic assessment procedures through a model of testing linguistic performance.

Brophy (1982) remarks that the teachers’ role and qualifications need to match with the expectation they have about the students’ performances in the formal language tests. This context can be compared with the English language skill assessor at HEIs in Pakistani context as the skills of such students in a language test remains under standards. Ferris (1994) stressed on the rhetorical strategies employed in the context of second language testing in persuasive writing skills. Liu & Zhang (2007) examine how the students perceive the assessment techniques used by the native and non-native higher education English instructors. The study promotes the notion that the students in higher education need to relate their experiences with the outcome a language test is likely to produce. The study of Canagarajah (1999) also affirms the beliefs that sometimes the native language instructors’ fallacy about the skill acquisition leads to under achievement of language students with regards to their potential to learn a language.

**Evidence from Literature**

Allison & Desmond (1999) suggest ways to teachers to test English language skills of novice and professional learners. Their work helps a novice teacher of language develop the basic concepts through easy language testing glossary. Each chapter of the book is followed by a bibliography for further reading. Thus, the text develops amongst the professional English language teachers a desire to learn and explore more to enhance language testing. More interesting aspect of the text is that the writers have endeavoured to train the language teachers how they can combine theory into practice from the context of testing the skills in English. This particular strategy suggested by the writers is the focal point that the language testing strategy in Pakistani context at higher education is missing.
Wiggins (1993) elaborates the functions and use of testing skills of students in English in the context of higher education whereas Bhatia (1993) argues that learners whose first language is not English need instructors’ attention while assessing their skills in language tests. The issues of test reliability and validity are the other two major concerns for most non-native and native higher education teachers of English across Pakistan particularly from the context of skill-building practices. How does a test of composition efficiently scale the performance of students? This task was reasonably argued by Henning, Grant and Davidson (1986) when they were challenged by the question of how competent the composition scaling can be when measured against a predominantly practicable approach in testing. Their article closely analyzes the efficacy of such tests. The researchers question as to how a language performance test itself can be judged on a scale and how these scales are adequately valid for the purpose for which they were created. In this context, one can argue how the current practices of testing the skill of higher education students are competent and valid.

The researches have concluded that a language test can not be made valid or reliable until a measure of sensitivity of the test has been fully considered. They developed an evidence-based experimental responses and gathered samples to compare the subscale categories from these samples. They tried to maintain the same level of the assessment techniques as was initially proposed by the designers of testing scales.

The arguments continues as to what is it that the language teachers who assess the performance of non-native speakers in higher education English classes long to see developed in the students. If it is the performance of English students in the written responses, the outcome of tests is significantly different than the performance in the skill-oriented tests. This is viewed from the study of Barratt & Contra (2000) who speak of the expectations of native-speaking teachers of English in cultures other than their own. This research article in the TESOL Journal vol. 9 (3) published in 2000 significantly encompasses the role of native English teachers and the perceived challenges that these teachers may have to experience while testing the skills of non-native higher education English students.

The perspectives, challenges and classroom psychodynamics are also a part of the work by Cook (2005) in which he elaborated the significance of second language learners’ skills in English. Although Cook’s study lights issues and challenges that ELT experts and professional experience, the contrast between the native and non-native speakers who become English teachers is not evidently supportive.

The text could have been more conducive to ELT professionals in terms of students’ skills in English, had the writer dwelled upon the real challenges that language teacher’s face while testing the skills of students in English. Crozier (2006) in this regard, advises the non-home country English teachers to be productive while they engage the language
learners through active instructions. The article is interesting to draw some conclusions about the instructions given to second language learners to build their English language skills, but it can not be taken as a rule of thumb since the experiences and expectations of both the ELT teacher and the taught do not remain identical in all language testing situations. Arter & McTighe (2001) presented ways to score performance through test rubrics by using target language performance criteria to assess and develop higher education students’ skill-based performance in particular. This model has to be seen from the fact that no single test rubrics are available at the moment across Pakistani higher education institutions to implement while conducting English language tests in formal situations.

Gronlund (2000) also affirms that using language instructional objective can be very useful to assess the desired outcomes at post-test level. Skill-based language test objective coupled with instructional framework play a pivotal role in determining the extent to which a language programme can be effective. This contrast also develops a concern in the language testing strategies in Pakistan at higher education level. While engaging the students in the tasks of learning, the organization of higher education can run parallel programmes to harmonize English language testing contents with the real world. This attempt is very likely to urge the students of English as a second or foreign language to explore more about the language. Workshops, seminars and training sessions on spoken English skills are the key devices to bring this change and introduce a culture of collegiality amongst the learners. This thought is also seconded by Weaver et.al (2004). The researchers point out that if the students in formal testing situations are presented with a list of speaking strategies, they can perceive the task of speaking in the real life situations.

Pedagogic experts perceive skill-based language testing strategy as an attempt to generate a tendency amongst the language students to experience a relatively permanent change in their present language behaviour under a given social context. Language skill testing need to be contextualized from the need analysis scenario in that language tests tend to yield a keen desire in the students to achieve an intrinsic reward more than an extrinsic reward. This can be put this way. Skill-oriented language test is an individual’s cautious and conscientious attempt to increase the lingual competency in a specific context. Skill-based language test in this context is a cognitive, emotional or psychomotor change to survive in a linguistically efficient environment that expects the professional students to be apt at their language-based skills.

It is also essential for a language skill assessor in the context of higher education non-native students to demonstrate a keen desire to learn new language testing trends that can promote the life skills in the formal and informal experiences. This is essential as most higher education institutions in Pakistan do not follow reflective practice model. The skill-based model of testing language proficiency needs to clearly explain skill-based
language expectations and recognize English language students' level of comprehension, define the language teaching objectives, organize the skill testing materials and processes logically, display self-confidence and communicate a sense of excitement for the pursuit of skills-based proficiency.

Green & Hecht (1985) also identified the difference in skill assessment of learners whose first language is English and those who are non-natives. They compare the mistakes by the two types of learners while writing compositions. They compare the performance of German students and the native speakers of English. The study argued that the performance of language students must be associated with the students’ ability to grasp the instructions imparted in formal testing situations. The study also raised issues pertaining to the role of instructors’ language usage in formal assessments. The discussion above breeds the essence that English language skill testing procedures and the content need to be equipped with the instructional objectives, language teaching methodology, planning of language curriculum according to attained levels, lesson organization and delivery and language performance evaluation and measurement.

**Why Skill Testing?**

Skill-oriented language testing strategy needs to be seen as an integral component of modern higher education English language curriculum as the skills required in the real professional world provide the experiential foundation to language students to practice in later life. The empowered aspects of English language as a source of professional assistance over other languages are also supported in the study of Kaplan (2001).

Tonkyn (1994) described that test of grammatical structures in language classrooms generate the functional mechanism in the minds of non-native students. The writer further commented that while teaching syntax, instructors are cognizant of the fact that equating grammatical structures in the first language is not the same as it is in the second language.

Most internationally recognized higher education institutions and universities have also realized that the pre-existent dominance of English skills around the world in professional contexts urge them to prepare the students for the real world demands and challenges. The skills of non-native higher education students of English are therefore, a vital factor to accept the dominance of English. It is now a binding on higher educational institutions to test the skills of English students as is advocated by the work of McNamara (2001). It is further supported by Mangeldorf (1997). The writer supported the notion that to draw parallels between higher education speaking and writing in second language acquisition, it is imperative that language test be equipped with the real life need-based contents.

Anderson (1989) elaborated that reading comprehension test in foreign language classrooms developed for the real life competency in English has to serve the purpose for
which it is designed. The writer drew attention of language instructors and learners toward a common misconception about reading comprehension practices and the reading comprehension tests used in the language classrooms. It is obvious that the writer endeavoured to bring this gap of teaching and testing reading comprehension to light through valid classroom examples.

Anderson supported his notion through his own contribution in Anderson (1991). He is of the opinion that individual differences amongst the students make the testing of reading comprehension varied in nature and complexity. The exposure of each student in language classroom in a foreign language scenario can not be expected to be identical as the learners experience different things with their immediate environment. This difference also breeds the cognitive differences in non-native learners of English. Another contribution in the strategy-based language teaching is evident in the work of Lam (2006). This research contribution primarily elaborates the effects of oral communication strategy in a formal classroom situation. The writer simultaneously described the techniques of measuring the effects of such endeavours by the language teachers. McCarthy (1998) also argued that discourse analysis for language teachers is an indispensable tool for their professional growth and development. Chamot et al (2003) stated that language testing and teaching strategy does not solely depend on instructors’ pre-defined goals. Rather, it is a holistic and parametric approach to deal with communication needs that bind the two groups and help them understand each other.

Poor language skill testing strategy and practices are misleading factors that prevent the motivation of non-native students of English. The conditions in which skills are measured are not comfortably applicable under all the scholastic conditions. Specification in a language test is subject to its practical use for a certain purpose. When the objectivity of a language skill test that measures a caliber is changed, the associated outcomes also change. This trend in test calibration is not fully grasped by the test users, instructors, students and parents alike in most Pakistani language testing situations.

Sheorey (1986) conducted an interesting study to measure how the native and non-native instructors of English differed in their expertise to find the errors in students’ formal writing. The writer was interested to assess the extent to which the perceptions of the two types of language instructors in finding the errors were present and how this difference caused the students to perform in formal settings. The difference in their skill measurement perception was significant in terms of linguistic errors, but both the groups agreed on errors in verb tenses, subject-verb agreement and the use of clauses.

**Why Skill Training?**
Listening comprehension test in the context of non-native higher education English programmes is one of the key components lacking in the current higher education English courses in Pakistan. English language assessors at higher education institutes particularly
the ones teaching the non-native students of English assume that this skill comes natural and they do not need to teach and train their students to listen to native speakers. This grass-root level skill-based misconception has bred the precarious belief amongst the teachers of English in Pakistan context that non-native students do not often get to listen to the native speakers so they do not need special training in that skill as vigorously as they require in the other skills.

Speaking skills are another essential tool to comprehend the said words and infer logically to draw future decisions and plan of action. In the context of higher education non-native speakers of English, more opportunities need to be developed so the students would be able to make an effort to express how they feel about their own learning and perceive the real challenges in the later part of their curriculum. This skill has been overwhelmingly neglected in the Pakistani English language programmes both at graduate and undergraduate levels. The non-native students have been trained to listen to lectures passively and remain inactive in other activities as well. This scenario has grossly underestimated the skills of non-native students in English speech. Only a few HEC-recognized higher education institutions teach the non-native students how to boost their confidence through oral communication.

Reading comprehension skills enable the higher education non-native English language learners to read and comprehend the language messages and help to interpret language codes over a large range of issues. This skill helps the non-native learners to share ideas beyond the geographic locations. When seen from professional point of view, a reader enjoys sharing his views with others after he has comprehended the required level of written text. It is believed that critical reading occurs after some preliminary processes of reading. A non-native higher education student begins this process by skimming research materials, especially introductions and conclusions, in order to strategically choose where to focus his critical efforts.

Writing skills are the most creative of all the skills in learning English language particularly in the academic context as most tests, examinations and assessment technique use this form of test item frequently to assess critical knowledge and expertise. In the context of writing skills, non-native students of English language are expected to demonstrate their ability to express freely and fairly over a large range of social and cultural issues and challenges.

The writing process is usually expected to help the non-native speakers of English to examine, observe and critique not only their own experiences, but also prepare them to assume the experiences of others and narrate how they experience things. This skill is unlike the other skills unique in that expressions in the written form are more long lasting and characterize the non-native English learners’ potential more emphatically.
A lengthy description of a text indicates that the non-native students of English, while writing the summary of the text have to be cautious about the condensed form or the main points in the passage that support or explain the central idea. Summary writing skill reflects the order in which non-native students of English emphasize these points and how they are presented to them. It may even include some important examples from the passage. Instructors must notice and teach the non-native students of English that a summary does not include minor textual details. It also de-emphasizes repeat points simply for the purpose of controlling overemphasis. This skill is necessary in the higher education English language courses in Pakistan for ensuring that it will not contain any of non-native students’ own opinions or conclusions.

Williams (2003) in his review of performance, quality and pedagogy referred to the processes that an institution must consider. He is of the view that the totality of performance approach is most adequately desired phenomenon as it directly deals with the norms set within a higher education institute and so are the relevant parameters perceived. William’s review can also be contrasted with the work of Brualdi (2004) who commented that implementing language performance assessment in the real classroom has to be associated with the objectives that language stakeholders have drawn prior to engaging the students in the assessment process.

This scenario is quite similar in the local circumstances which explain the experiences of instructors who have introduced SOLTS to some extent in their professional contexts. Goals and objectives at the end of the semester in a foreign language classroom are put aside and the instructors are routinely busy marking the performance of non-native students of English keeping in view the traditional and conventional assessment practices. These conventional practices of assessing language skills comprise the test of written English only which is too limited in time, skill-orientation and scope. This practice has had a negative impact on the learning objectives in a foreign language class and compromises the quality in teaching-learning process. Although the skills in the English language classes are primarily more essential than obtained marks in the assessment, the system of assessing the performance is highly examination-oriented. These traditional examinations do not assess the skills in English and how could they when the instructors do not have the required training to do so.

SOLTS on the other hand has the solution to this problem. If the English language courses are objectively designed to teach and assess the skills rather than the memory-oriented traditional testing systems that usually last three hours in one attempt only, there would be more authentic language practitioners. These practices of testing each skill individually are more likely to focus on the weakness and strength of students providing them healthy feedback in each skill.
An example of this is the T.O.E.F.L and S.A.T tests in which the required skills are tested rather than an overall score. Achieving the most required language performance in the tests would then be the ultimate goal of all the non-native learners of English. This in particular would be common if the type of skills and their assessments were directly related to the future required manpower in the job market. If the standards were maintained and manipulated by trained staff, non-native English students would aspire to be trained in a specific skill to maintain the desired outcome in real life. Assurance of reliable future instructional framework to impart skills in English classrooms at higher education is another factor that directly influences the performance of non-native students in English classes.

**Discussion**

Examination performance of higher education students in English is believed to be dependent solely on the teacher’s attitude and interest in his pupils. The level of teacher’s motivation is subject to the professional degrees that he or she has received from the teacher training institutions.

English Language skill testing strategy in higher education institutions in Pakistan plays an important role because it motivates students of a university to engage in meaningful discourse with the real world and prepare them to express themselves in a variety of ways in formal situations. This in return helps them embark on a journey of lingual exploration and makes them confident towards professional competence by virtue of a basis for successful professional careers. Not surprisingly, low higher education English test performances have attracted increasing attention in educational psychology and pedagogies in recent years. In this context, language skill testing in Pakistani higher education scenario requires to adapt a system of international repute that can prepare skill-oriented professional who are taught and trained using the renowned and authentic expertise of language curriculum designers and developers. The current English curriculum at higher education in Pakistan is not aligned with the international requirements for developing the required language skills. Language skill testing strategies must be more practice-oriented than paper-oriented. The courses taught at the higher education level must also focus on the development on the real life skills in English than a mere paper qualification. A large variety of topics need to be incorporated. For instance, at a writing session, more emphasis needs to be given to professional writing sessions to produce quality in writing than just asking the students to write on a topic of their choice in a three-hour test that can not test the written expertise of higher education students correctly and reliably. While the English language curriculum at higher education level is being prepared, attention is required at topics to enhance spoken English skills as well. What students do and what they achieve in their formal and informal language skill test is essentially integral for the process of educating them meaningfully and cohesively. For this purpose, a skill-oriented strategy to teach language
plays the key role. Secondly, higher education institutions and universities need to adopt the internationally recognized testing of skills in English.

At present, no institution administers the test of spoken English (TSE) although it is one of the major qualifications for higher education professional students and researchers. It is also found through the study that a reflective approach in skill-based language testing design can help the language instructors to form balance in qualitative and quantitative measures. Skill-based language testing includes what is to be evaluated, when it is to be evaluated, how it is going to be evaluated, why it is to be evaluated, who will do the evaluation, who will benefit from the evaluation, how long will the evaluation be, what conditionality and proximities are permitted in the evaluation and how long will the results be used and analyzed. Available skill-based resources and tools must form the basis of this stage in particular because at any time during the process of language skill evaluation, experts need to use certain tools and resources to make valuable judgments. Not having necessary tools and resources will make the process of skill-based language testing unreliable and invalid.

Conclusion
The paper concludes that skill-based testing of non-native higher education English students be developed considering the national English language reform guidelines as set by the Higher Education Commission, Pakistan. This is likely to promote a sense of achievement through skills tested as continuous summative evaluation. This model is also inclined to produce confidence in the students who do not practice English widely in academic and professional context. The probability of improving the deficient skills tends to be higher in the skill-based language testing model than it is at present in the conventional model of English language testing.

Higher education English language courses such as Basic English, Introduction to English, and Functional English develop the realistic and professionally competent skills of English students. The study also concludes that higher education students of English are more enthusiastic and motivated as the skill-based language testing is more enhanced and values motivation of students. The study in this direction leads to the conclusion that listening comprehension exercises are as essential to be taught and tested as the other language skills of speaking, reading, writing and grammatical structures. A proper test of listening comprehension, speaking, reading comprehension, writing and vocabulary and usage prepares the student for the real life interaction with native and non-native speakers of English in all contexts. The non-native students tested in their skill in English are able to concentrate more on what they are being asked and their oracy is more productive than their overall responses in conventional test. Skill-based testing of English language gives the non-native higher education English students time to respond to a given condition more appropriately than a conventional test in which teachers ask only a few questions and learners’ responses are not recorded.
When reading comprehension tests are conducted in higher education, the students responding to passages, case studies and long passages in a specific context require a higher level of concentration. In the pressure of other skills being tested at the same time, the conventional tests of English do not allow students to read comprehensively, intelligently and cohesively. When students attempt to read long passages with other test skills, their ability to respond equally well is influenced.

Skill-based test in writing requires an ability to observe, perceive and react in logically coordinating experiences. It encompasses a strong sense to visualize the changes around the globe for different reasons and causes. The conventional model of testing writing skills in English pressurizes the students to perform all the cognitive processes. This teacher-related expectation to write effectively despite pressure of other skills in one three-hour test influences students’ performance in other skills too. Being able to write independently, logically, objectively and subjectively depends on how the non-native students have been exposed to the real life and hypothetical experiences. The study therefore concludes that writing skills be tested as an advanced version of English language. Effective grammatical structures and vocabulary usage test lead to practical teaching of grammar in association with other language tasks. This does not force the non-native higher education English language learners to concentrate on the complicated grammatical structures. When the non-native higher education students are taught and trained through attention on grammar as separate skill training, they respond better.

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