

	<b>11-FSS/MSEDU/F07</b>	<b>NABEELA SHAKUR ABBASI</b>
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## **RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF PARENTS WITH THE ACADEMIC ACHIEVEMENT OF STUDENTS AT PRIMARY LEVEL IN ISLAMABAD MODEL COLLEGES FOR GIRLS**

### **ABSTRACT**

The study was conducted to find the relationship of socio-economic status of parents with the academic achievement of students at primary level in Islamabad model colleges for girls. The objectives of the study were to determine the socio economic status of parents including in sample, to ascertain the academic performance of sample students at primary level, to determine the relationship between variable components of SES of students and their academic achievement; to find out the relationship between socio economic status and relative academic achievement of students. The population of the study consisted of all the students enrolled in class V in the IMCGs for session 2007-8; all the parents/guardians of all the students enrolled in class V in the IMCGs. Their estimated numbers was 500 each approx. i.e. the students and parents both. The sample consisted of 150 students and 150 parents of those students selected through purposive sampling technique. School gazette was taken to determine the annual academic performance of the students. The results of the study showed that in Islamabad Model College for Girls Islamabad, results shows positive correlation between SES and academic achievement of students. The correlation of academic achievements and residence scores; income; profession; education of the parents from Islamabad Model College for Girls shows a positive correlation. It was recommended that there should be a forum for parent teacher discussion to review the shortcomings and their possible remedies in the best interest of students as well as institution.

	<b>62-FSS/MSEDU/F08</b>	<b>SAMIA HAMID</b>
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# **A STUDY ON PROBLEMS FACED BY NOVICE TEACHERS OF SECONDARY SCHOOLS ISLAMABAD**

## **ABSTRACT**

The study was under taken to have an insight into “Problems of novice teachers of secondary school in Islamabad”. The objectives of the study were to find out the adaptation problems of novice teachers I their induction period, to analyze the variables influencing their adaptation process and to evaluate pre-service and in-service training in term of preparing them for induction in teaching. The population of the stud included all the novice teachers of secondary school Islamabad. There were 378 novice teachers in 179schools of Islamabad city and 205 novice teachers (54%) of the population were taken as sample of the study. Beside this 100 heads of secondary schools of Islamabad were the total population for interviews and 20 heads were selected as sample. It was survey study. A questionnaire was developed and interviews of heads were conducted to obtained the views about the required data, Mean was applied to identify adaptation problems , t- test was applied to see gender differences regarding novice teachers’ problems and analysis of variance(ANOVA) was applied to see difference in adaptation problems regarding Age, grade level, institute where they completed their pre-service. The general results of the study showed that novice teacher had job related concerns more then social concerns. The most frequent problems novice teacher faced resulted as (1) work load (2) social status and identity (3) relationship with supervisor and colleagues (4) classroom management problems. Novice teachers’ adaptation problems differed in relation to age, subject area, faculty, teaching practice, existence of a mentor teacher in pre-service years, school type and grade level, amount of in-service training and love of teaching profession. It was resulted that more than half of the novice teachers perceived pre-service and in-service training insufficient for handling their induction problems as they need extra support and planning in the issues of evaluating student’s achievement and making teaching more effective for students, instructional classroom, management guiding and counseling for students. It were resulted that the sufficiency level of female novice teacher is greater then the male novice teachers but female novice teachers had job related concern more then male novice teachers as female novice teachers had classroom

management problems more often than male novice teachers. The result of the study revealed that novice teacher who took insufficient in-service training showed to have job related and social concerns more than the ones who received sufficient in-service training.

	<b>66-FSS/MSEDU/F08</b>	<b>Shazia Akhtar</b>
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**A COMPARATIVE ANALYSIS OF CONFLICT RESOLUTION  
STRATEGIES ADOPTED BY MALE AND FEMALE UNIVERSITY  
STUDENTS: A CASE STUDY OF INTERNATIONAL ISLAMIC  
UNIVERSITY ISLAMABAD**

**ABSTRACT**

Conflict is a phenomenon in all relationships and groups. Conflict need to be accepted as a part of young person's life. Conflict in itself neither good nor bad. Rather it is one's attitude and reaction to it that made it either constructed or destructed. The study was conducted to comparatively analyze the conflict resolution strategies used by Male and Female university students who are newly admitted. The study has examined the gender wise difference in conflicts and resolution strategies among students. The study was quantitative in nature. All students enrolled in BS programs in International Islamic University Islamabad were included in population of the study. BS (Fall-2010 First Semester) students of all departments of Faculty of Social Sciences were sample of study. Questionnaire was developed by the researcher in the light of objectives of study. Data were collected through Questionnaire for students in the classroom. SPSS version 18-0 was used for data analysis. Data were analyzed by using frequency percentage and cross tabulation. Findings of the study show that variables which are focused create some kind of conflicts both in both genders of students. Anger and arguments are most common conflicts in avoiding its most frequent strategy to resolve any kind of conflicts. In the light of finding of the study it was recommended that Students should avoid being angry and argue. They should be aware that because of age difference their mental capacity and understanding level is different. Students should focus on studies rather than political and religious discussions, which can cause violence among them. Students can be judged only by

their performance. Class differences and showing off of economic status or superiority or inferiority complexes should be avoided it can affect their studies badly. Students should respect the interests and suggestions of their friends/group members in any matter. While doing group projects/assignments students should accommodate each other. Students should focus on studies and live cooperatively and accommodating all class fellows. University administration may carefully select professional; teachers who can better help students to come out of any type of conflict. It is recommended that teachers may be given training through seminars and conferences etc regarding student's interpersonal conflicts and strategies to help minimizing classroom conflict/conflicts. Disruptive students may be treated well. Political issues let not be arise. Students from all races and ethnic groups may be treated equally to lessen ratio of conflicts.

	<b>Reg. No. 48-FSS/MSEDU/F08</b>	<b>ASMA GUL</b>
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## **GENDER DIFFERENCES IN LEADERSHIP STYLES AND THEIR IMPACT ON PERFORMANCE OF THE STUDENTS OF SECONDARY SCHOOL**

### **ABSTRACT**

This research entitled as “Gender Differences in Leadership styles and their impact on performance of the students of Secondary School”, aims to investigate the gender differences in leadership styles in order to measure its impact on achievements of the students at secondary school level. Main objectives of the study were, to identify the different leadership styles among the head of the institutions in Federal Government Schools of Islamabad, to highlight the most adopted leadership style by the heads of federal government schools of Islamabad, to investigate the gender wise differences in leadership styles of the institutions in order to measure the impact of leadership of the heads on the performance of the students. The population of the study comprised all the heads and teachers of 36 federal government secondary schools of Islamabad

city. A sample of 12 male heads and 12 female heads of FG secondary schools were taken through stratified sampling technique.

A questionnaire for measuring the variable of leadership style was developed for heads in order to elicit the opinion of participants to measure the impact of leadership styles on the performance of the students. Data collected were analyzed by using Mean and Percentage. Main conclusions were that most of the female heads adopted democratic leadership style; they worked as a team to accomplish the tasks which positively affects the performance of the students. While male heads mostly demonstrate Autocratic leadership style.

Based on conclusions, it was recommended that the democratic leadership style might be adopted and heads must be trained in deficient areas staff should be given freedom of action which may strengthen the decisions of heads. Heads should assure that staff should set goals for the best of institutions and students. Heads cooperation should be according to democratic style.

	<b>75-FSS/ESEDU/F09</b>	<b>AYESHA DAD KHAN</b>
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## **RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION OF UNIVERSITY TEACHERS**

### **ABSTRACT**

The present study was undertaken to explore the relationship between emotional intelligence and job satisfaction of university teachers. Different demographic variables were also taken into consideration that included gender, age, qualification, designation and work experience. The population of the study was 228 university teachers from public sector universities of Islamabad and Rawalpindi. Only those universities were included that have the faculty of Social Sciences. Through universal sampling technique whole population was taken as a sample. Two standardized instruments self-report measure of emotional intelligence and job satisfaction survey were used to measure the construct of emotional intelligence and job satisfaction respectively. The data were analyzed through software of statistical package for social sciences. The descriptive and inferential statistics were applied in the study. Descriptive statistics were

included mean, frequencies and percentages. Inferential statistics included Pearson correlation and t-test. Findings of the study revealed that there exists a moderate positive relationship between emotional intelligence and job satisfaction of university teachers. On the other hand, job satisfaction is not only influenced by age, it is also affected by qualification and designation of universality teachers. There were no significant gender differences regarding the emotional intelligence and job satisfaction of university teachers. The findings of the study would be helpful for administration and management of the concerned universities and higher education institutes in policy formation regarding human resource development and management to ensure the greater job satisfaction. It would also be helpful for the policy makers and curriculum developers to introduce the concept of emotional intelligence in the curriculum to promote competencies such as self-awareness, self-management, social skills and relationship management as these competencies play an important role in their personal as well as professional life.

	<b>76-FSS/MSEDU/F09</b>	<b>MARYAM SALAHUDDIN</b>
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## **ASSESSMENT OF PROSPECTIVE TEACHERS' ENVIRONMENTAL EDUCATION LITERACY AT FEDERAL LEVEL**

### **ABSTRACT**

Environmental problems have turned into matter of a great alarm to number of people. Environment education can create an environmentally literate community able to deal with environmental challenges and dilemmas. The study investigates environment literacy of the B.SEd Students in Federal College of Education. The research evaluates the environmental knowledge, awareness and participation of prospective teachers. The study also examines the effect of gender on environment literacy level of prospective teachers. The objective of the study were to 1) assess the environmental literacy level of prospective teachers at federal level 2) explore prospective teachers awareness about the environment 3) compare the environmental literacy o male and female prospective teachers. The population of the study comprised all B.SEd students in Federal College of Education. The B.SEd students in Federal College of

Education comprised the sample of study. The data collected through questionnaire from B.SEd students studying at Federal College of Education was organized and entered in SPSS (statistical Package for Social Sciences). Analysis was conducted using independent variables such as gender and independent variables based in the three environmental literacy components of the questionnaire (knowledge, awareness and participation) mean, frequencies, percentages and t-test was employed to observe the environmental knowledge, environmental awareness, environmental participation and effect of gender on environmental literacy. The results showed that a majority of prospective teachers do not possess acceptable level of environmental knowledge. In spite of low levels of environmental knowledge, respondents uttered positive attitudes toward the environment as well as a high degree of concern about environmental problem. The result showed that female respondents possess better environmental knowledge than male prospective teachers. However both male and female prospective teachers have same attitude and have same actions towards the environment. With the increasing rate of industrialization and environmental problems of the country, there is need for increasing the environmentally literate generations. We need to revise training programs with the aim of increasing environmental education literacy.

	<b>77-FSS/MSEDU/F09</b>	<b>MAHJABEEN</b>
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## **A COMPARATIVE STUDY OF THE PERSONALITY TRAITS AND ATTITUDE OF THE YOUTH TOWARDS SOCIETY IN MULTIPLE STREAMS OF EDUCATION**

### **ABSTRACT**

Personality psychology is a very vast field of research. Every person is different from another person in terms of personality. Major emphasis of personality psychology is to identify the individual differences between different persons. Actions and attitudes are the reflection of personalities which a person shows in different times and situations. Personality building process starts from the early ages and at the time of adolescence a fully developed personality comes up with all its dimensions. The age between 13 to 17 years is at which a person fully encounter with

the social environment and faces different situations independently. Parental education, age, and gender of a child are the factors which can affect the personality traits and attitude of a person towards society. The present study was conducted to compare the personality traits and attitude of the student towards society, studying in three systems of education public, Private, and Madrasa). The age group of the research population was 13 to 17 years. Objectives of the study were to (1) measure, (2) compare, and (3) to explore the relationship of big five personality traits and attitudes of the students in the age group of 13 to 17 years studying in three different systems of education towards society and to examine personality and attitudinal differences, age, gender and parental education differences among students studying in three different systems of education.

The population of the study consisted of 39425 students in 210 schools in the age group of 13 to 17 years from public, private and madrasa. Stratified sampling and multistage cluster sampling techniques were used to select a sample consisting 585 students, 228 from public schools, 271 from private schools, and 86 from madrasas. A standardized scale by Oliver P. John, to measure Big five personality traits and a self constructed scale were used to measure attitude of the students towards society. Analyses of data were done through applying the scoring key, Pearson product moment correlation, t-test and one way ANOVA. It was found that there was significant difference in the personality traits of conscientiousness, agreeableness, and neuroticism and attitude of the students towards society was significantly different in individual behavior, group behavior and obedience among the students studying in three different systems of education. The study results showed that the students of three education systems differed on the traits of conscientiousness, agreeableness and neuroticism. Madrasa and public school students rated themselves as more conscientious and agreeable than students of private schools. However madrasa students viewed themselves to be more neurotic than students of private and public schools. Personality trait of neuroticism was found to be more neurotic than females. No significant age difference in the personality trait of conscientiousness, extraversion, agreeableness and neuroticism were found. However, younger group affirmed itself to be more open to experience. Father and mother education differ the students of three systems in conscientiousness and extraversion personality traits. Children of highly educated parents were found to be more extraverts whereas children with less educated parents were stated them to be more conscientious.



	<b>79-FSS/MSEDU/F09</b>	<b>NADIA IJAZ</b>
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## A STUDY OF KNOWLEDGE, ATTITUDE AND PRACTICE OF SCIENCE TEACHERS REGARDING CHEMICAL SAFETY MEASURES IN LABORATORY

### ABSTRACT

The aim of the study was to assess the knowledge, attitudes and practices of science teachers regarding the safe use of chemical in term of proper collection, segregation, handling , transportation and final disposal. Knowledge about the health hazards was also assessed and final disposal of the chemicals. Mean score on KAP based on gender, age, experience and education was observed regarding the all aspects of the chemical management in schools. Male and Female respondents have got almost equal grades in all three aspects. On the other hand, these points increased with age ( $P < 0.05$ ) which shows that knowledge increases with the age. The highest average recorded by the respondents who were at the age of 31-40 years old ( $21.68 \pm 2.74$ ) in the aspect of practice, while respondents with age of 18-30 shows lowest average mean points ( $14.61 \pm 3.10$ ) for the aspect of attitude and statistically there was significant difference ( $p < 0.05$ ) between the education and practices. (.037) and (.022). the results also showed that teachers with working experience less than six (6) years acquired the lowest knowledge score ( $14.41 \pm 3.76$ ) compare to those working more than 16-20 years ( $26.50 \pm 3.20$ ) and above. The combined result cross tabulation was also observed between the knowledge & attitudes, knowledge & practice and between the attitude & practice. The association between the two criteria of the classification was observed significant ( $p < 0.005$ ) in all cases regarding the knowledge, attitude and practices. The results also showed that there is lack of policies for the safe use and disposal of chemicals. There is lack of proper training staff and knowledge about the health impacts of these chemicals. This study focused to adopt policies encouraging proper purchasing, labeling storage and disposal of chemicals. Train faculty and staff on the potential dangers posed by chemicals which needs to disseminate information on reducing the quantity and hazards of chemical hazards.

	<b>92-FSS/MSEDU/F10</b>	<b>FARKHANDA KOUSAR</b>
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# **A COMPARATIVE STUDY OF THE PROBLEMS AND ACADEMIC ACHIEVEMENTS OF WORKING AND NON-WORKING STUDENTS AT MS LEVEL**

## **ABSTRACT**

There are different views about working and non working students. Some researchers believe that working students are more professional and mature in study, and they believe that today employment is very essential for career. Students get experience through practical work. But some researchers believe that employment waste the time of students. Students can not concentrate on study. Students have limited time for study and social interaction with faculty, class fellows and teachers. This study was aimed at to find the problems and academic achievements of working and non-working students at MS level in IIUI. Objectives of the study were to find out the problems, to compare the problems, and to compare the academic achievements of working and non-working students at MS level. The nature of study was comparative. The study was delimited to the faculty of social sciences, IIUI. A sample consisting of 372 MS students through universal sampling technique and 36 teachers from faculty of social sciences were selected through purposive sampling technique. Self developed close ended questionnaire for teachers and students were used as instrument of the study. Mean score, t-test were used for analysis of data. The major findings of the study are that majority of the working students faced different problems, lack of time for study, lack of time for syllabus discussion with other class fellows and less time for examination, depression, anxiety, irregularity in class attendance, cannot come in time for classes and they are not active and energetic in class participation. There was a significant difference in communication. Working students are more mature as compare to non-working students. Majority of teachers were also agreed that working students are more mature in communication there was a significant difference in assignment and presentation. Non-working students are more active in assignment and presentation as compare to non-working students. Majority of teachers were also agreed that non-working students are more active in assignments and presentation. There was a significant difference in social interaction. Non working students are more active in social interaction with faculty, class fellows

and teachers. There was a significant difference in timing. Working students have less time for study as compare to non-working students. Teachers were also agreed that working students do not come in time in class and have less time of class assignments and presentations, and less time for syllabus discussion with other class fellows and there was significant difference in depression. Working students are more depress as compare to non-working students. Teachers were also agreed that working students are more depressed in classroom there was a significant difference in attitude towards teachers. Working students have more mature attitude towards teachers as compare to non-working students. Teachers were also agreed that working students have more mature attitude towards teachers. There was a significant difference in examination. Non-working students perform well in exams as compare to working students. Teachers were also agreed that non-working students perform well in exams as compare to working students. There is need to develop positive relationship between the performance of working and non-working students. As the feedback was provided on problem sharing with other class fellows, it may help working students to share their problem with other class fellows. Teachers may maintain such environment in which every student (working and non working) can explain their ideas, so that the working students may involve in all activities with non-working students. There is need to develop team work for working and non-working students in all activities.

	<b>94-FSS/MSEDU/F10</b>	<b>MUSARRAT SHER AHMAD</b>
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## **CAUSES OF WORK FAMILY CONFLICT AND ITS EFFECT ON THE LIFE OF FEMALE TEACHERS OF ISLAMABAD MODEL SCHOOLS FOR GIRLS ISLAMABAD**

### **ABSTRACT**

The study was done to look into the causes of work family conflict and its effect on the life of female teachers of Islamabad Model School for Girls, Islamabad. The objective of the study were to find out home and job responsibilities of female teachers of Islamabad Model School, to find out the causes of work family conflicts and its effect on the life of female teachers of Islamabad Model School for Girls, Islamabad. The population of the study included all the female teachers

of Islamabad Model School for Girls, Islamabad. 230 teachers were selected randomly according to sample population ratio by Gay, 1995.

It was a survey study. Questionnaire was used to collect the data which was validated and found reliable. Percentages and frequency was applied to describe the demographic variables of the respondent. Mean were applied to find out causes about conflicts of work & family and its effect on the life of female teachers.

Results of the study showed that female teachers experienced behavioral, stress, strain and time based conflict. Some teachers generally perceived that their work and life are not balanced. Furthermore, mostly teachers miss family activities, because they spend time on work and they face difficulties in managing time at home and job activities. Mostly teachers have hard time for focusing job activities due to the stress from family responsibilities and due to the stress of job and home teachers face problems. Mostly teachers tried to fulfill the home responsibilities, even though they have tough time at work. This study recommends that there may be care and nursing school system in institutions for the take care of teachers' children.

	<b>95-FSS/MSEDU/F10</b>	<b>SABAHAT ZAMAN</b>
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## **EFFECTS OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADS ON JOB SATISFACTION OF THEIR TEACHERS**

### **ABSTRACT**

The purpose of the current study was two-fold. First; the study aimed to assess the transformational leadership perception, practices and skills of school heads, secondly; the study aimed to explore the effects of transformational leadership of school heads on teachers' job satisfaction. The objectives of the study were: to explore the school heads perception about leadership and to investigate to what extent does transformational leadership style and skills are practiced by the school heads, to determine the effect of transformational leadership style on teachers' job satisfaction; to explore the relationship between transformational leadership behavior of the school head and teachers' job satisfaction and to explore the teachers' level of

satisfaction. This study used the mixed method approach for data analysis and data collection. Concurrent triangulation design was selected for the study. The quantitative part of the study was cross-sectional survey and is descriptive and analytic in nature. A co-relational design was adopted to seek information from the quantitative set of data. The qualitative part of the study was phenomenological design. The City Schools and Solver Oaks schools were selected as institution of the study. Questionnaires and interview guide were administered to 165 teachers and 13 head of school from private institutions respectively. Pilot test conducted in two schools from thirty (30) teachers and two (2) school heads for questionnaire and interview respectively. The pilot study provides fruitful foundation for the main study, with several modifications and a better planned strategy. Reliability of tool, for teachers, was determined through SPSS software which was 0.804 for transformational leadership (questionnaire section B) and 0.717 for job satisfaction (questionnaire section C). Validity determined through expert opinion. Both qualitative and quantitative analysis was executed to establish the transformational leadership and the job satisfaction of teachers. Regression and correlation tests were used to analyze the data taking into consideration the descriptive statistics of mean and standard deviations. Explication process of qualitative data involved four phases; bracketing and phenomenological reduction, delineating the unit of meaning, clustering of units of meaning to form themes, generation of key themes and composite summary. The results showed a positive correlation between transformational leadership and teachers' job satisfaction. It further revealed moderate impact of transformational leadership on job satisfaction of teachers. The results also depicted the satisfactorily practices of transformational leadership of school heads. It was witnessed that school heads build vision and goals, offer individual support, symbolize professional practices and value, demonstrate high performance, expectations and develop structures to foster participation in decisions. The results exposed transformational school heads exhibited leadership skills. Finally, the study recommended that policy makers and boards of institutions integrate programs such as seminars, workshops and updates on school administration and leadership in order to sharpen the skills of institutional leaders on the job.

	<b>96-FSS/MSEDU/F10</b>	<b>MUSRAT JAHAN</b>
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# **AN ANALYSIS OF THE ROLE OF PRINCIPALS AS TRANSFORMATIVE LEADERS IN PRIVATE SCHOOLS OF GILGIT BALTISTAN**

## **ABSTRACT**

The study was carried out to analyze the role of principals as transformative leaders in private schools of Gilgit Baltistan. The objectives of the study were to determine teachers' professional development in the context of transformative leadership in schools, to identify participation of principals as a transformative leader for teachers' professional development in schools. To explore challenges faced by principals as transformative leaders during service in schools. The population of the study included all principals and teachers of 35 private schools of district Ghizer Gilgit. These schools were delimited according to L.R. Gay's suggested percentage of sample for minimum population. There 35 schools were 20% of 167 schools of district Ghizer. It was survey study and questionnaire was used as a data collection tool. Validity and reliability of both questionnaire (questionnaire for principals and questionnaire for teachers) were tested. Pilot test was administered before the final use of tool. A sample of five principals and ten teachers were taken for pilot testing. The questionnaire data of pilot testing was analyzed through SPSS. They were not the part of actual sample. The reliability value of principal's questionnaire was .860 and reliability value of teacher's questionnaire was .916. The data were analyzed through SPSS (frequency, percentage and mean) were calculated. Results of principals and teachers questionnaire in context of the four components of transformative leadership (idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation) were considered by principals in schools shows that principals play transformative leader role in school. Result shows that principals play vital role in professional development of teachers in schools. Findings shows that evaluation of teachers' effectiveness is challenging for principals in schools and principals also face problem to provide guidance and opportunities for teachers to build their competence and skills. Performance of teachers creating problems in schools and teachers absenteeism is big hindrance for principals. So that transforming a school culture is the principal's greatest challenge. Majority teachers agreed about the challenges faced by principals in schools. It is recommended that seminars for principals in school can strengthen the knowledge and skills of principals to overcome challenges faced by principals in schools.

Evaluation may be based on clear criteria, and collaboration of both teachers and principals in schools. Principals may follow leave policies to overcome teachers' absenteeism in schools.

	<b>97-FSS/MSEDU/F10</b>	<b>SAMAN BIBI</b>
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## **A STUDY OF MANAGEMENT STYLES OF EDUCATIONAL LEADERS WITH RESPECT TO THEIR AGE, EXPERIENCES AND ACADEMIC QUALIFICATION**

### **ABSTRACT**

The research was designed to study the management styles of educational leaders with respect to their age, experiences and academic qualification.

The objectives of the study were (1) to identify the management styles of educational leaders of IIUI (2) to check the management styles of educational leaders with respect to their age (3) to examine the management styles of educational leaders with respect to their experience (4) to examine the management styles of educational leaders with respect to their academic qualification.

Five male departments and five female departments were selected for pilot testing while the remaining fifty departments (25 male departments and 25 female departments) were taken as the sample of a study. The total sample of the study was 264 including 42 chairmen/chairpersons and 222 teachers and coordinators of IIUI. Two types of questionnaire were developed i.e. one for chairmen/chairpersons and one for the teachers and coordinators. The data obtained were analyzed with the help of the percentage.

Major conclusions of the study were: (1) the idea that the ability to lead and manage the organization may be judged and lie on demographic characteristics (age, experience, Academic Qualification) is not universally held (2) Chairpersons of IIUI had democratic management style regardless of their age, experience and academic qualification (3) Moreover Chairpersons of IIUI had a very low tendency towards Laissez Faire management style.

	<b>102-FSS/MSEDU/F10</b>	<b>SHEHLA FERDOUS</b>
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## **INVESTIGATION OF FACTORS AFFECTING UNDERGRADUATE STUDENTS' CAREER CHOICES IN UNIVERSITIES OF RAWALPINDI AND ISLAMABAD**

### **ABSTRACT**

The selection of right career is very important for every individual after completing education. A wrong selection in this regard leads to numerous problems in the long run. A lot of career choice factors play vital role in every individual life. The purpose of this study was to determine the factors affecting undergraduate students career choices in universities of Rawalpindi and Islamabad. Objectives of the study were: to investigate the factors affecting undergraduate students' career choices and to identify the most important factors affecting undergraduate students' career choices. The sample size consisted of 306 undergraduate students of universities of Islamabad and Rawalpindi. A survey method in the form of structured questionnaire was used to collect the data. Reliability of the tool was determined through CronBach's Alpha which was .75. Data were analyzed by using descriptive statistics including percentage, frequencies, mean and standard deviation. Results indicated that students' career choices were highly influenced by parents, friends, gender, relatives, opportunity and previous academic results. The most influencing factor is academic achievement and less is motivation. The most influencing external factor is friends' influence and less is parents' occupation. It is recommended that parents may not force their children while career choices, career choices may not be influenced by friends and siblings. Students must choose their career according to their personal interests, abilities and aptitude.

	<b>104-FSS/MSEDU/F10</b>	<b>AMNA IQBAL AWAN</b>
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## **SITUATIONAL LEADERSHIP PRACTICES BY UNIVERSITY ADMINISTRATION IN PUNJAB**



## **ABSTRACT**

Present study was conducted to find out the practices of Situational leadership model by university administration in Punjab province. Objectives of the study were; to explore the Situational Leadership model and to find out the problems in practicing Situational Leadership Model and suggesting viable solutions. The study find out the answers of main questions, what is the leadership style effectiveness and leadership style flexibility of university administration, what are the practices of university administrators about Directing S1, Supporting S2, Coaching S3 and Delegating S4. The population of the study consisted of all the Registrars, Deans and HoDs of five public sector universities of Punjab province. Sample of the current study was comprised of whole population of the study. Sample size was 275 Registrars, Deans and HoDs of public sector universities of Punjab. Data regarding university administrators' leadership style flexibility, style effectiveness and practices of S1, S2, S3, S4 are obtained through leader behavior analysis- II self (LBA-II self). The key conclusion of the study indicated that senior university administrators got higher mean leadership style effectiveness and style flexibility scores. The study also identified that university administrators 11-20 years experience have high mean effectiveness and flexibility scores. It was also identified that primary leadership style of majority of university administrators is Directing S1, as well as Supporting S3, and secondary leadership style is Coaching S2 and developing leadership style is Delegating S4. Majority of the university registrars practiced SI (high directive and low supportive leadership style) in their daily administration. To compare the Registrars, Deans and HoDs Analysis of Variance (ANOVA) was applied. The result of ANOVA indicated that there is no statistically significant difference between Registrars, Deans and HoDs directing leadership style and supporting leadership style. This study indicated that university administration had a preference for task oriented behavior, therefore administrators may modify the suggested combination of leadership style to fit the working. University administrators may include employs ability to manage all situations.

	<b>105-FSS/MSEDU/F10</b>	<b>GHOSIA BIBI</b>
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# **FACTORS AFFECTING TEACHERS' PREFERENCES FOR SCHOOLING OF THEIR CHILDREN IN ISLAMABAD**

## **ABSTRACT**

At school level students are dependent on their parents for the selection of the schools. This particular study investigated the factors affecting teachers' preferences for schooling of their children. Major objectives of the study were to identify the preferences of the teachers (as parents) regarding selection of the school for their children and to find out the factors affecting teachers' (as parents) preferences for schooling of their children. The nature of this study was descriptive (survey design) and convergent parallel mixed as both quantitative and qualitative data were used to get results. The study was delimited to the male teachers of model schools of sector Islamabad and study was delimited to the male teachers those have school going children. A sample consisted of 225 male teachers having school going children were selected through purposive sampling technique. Self developed opinionnaire, having one open ended question in each factor was used as instrument of the study. Mean score, ANOVA, percentages and themes generation were used as data analysis and interpretation techniques. After analysis it was found that majority (85%) of the teachers (parents) prefer public schools for their children. Income, accessibility, discipline, teacher's quality, school results, evaluation procedure and curriculum were major factors which affect preference of teachers (parents) for schooling their children. Most influencing factors were income, accessibility, discipline, teacher's quality and school results. It was found that there was no significant effect of experience and qualification of wives while there was significant effect of; other sources of income, wife is working or not, number of children and number of children studying at school level on preferences of teachers for schooling of their children. On the basis of findings conclusions were drawn that majority of teachers (parents) prefer public school for their children. It is recommended that the accessibility, discipline, teachers' quality and standard of education of public schools may be improved to maximize the confidence of the teachers on public schools as these were influencing factors affecting teachers' (parents) decision of school choice for their children. Salary of Public school teachers may be increase so that they can choose school for their children without being affected by factor of income.

	<b>106-FSS/MSEDU/F10</b>	<b>MISBAH MUZAFFAR</b>
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## **PERCEPTION AND PRACTICE OF DISTRIBUTED LEADERSHIP AND ITS RELATIONSHIP WITH TEACHING**

### **ABSTRACT**

Present study aimed to explore the perceptions and practices of distributed leadership and its relationship with teaching. The study also aimed to help schools in becoming aware off their own leadership patterns and to orientate about possible advantages offered by distributed leadership. This study may provide school leaders important information regarding school structure, allocation of tasks and identification of expertise which can be useful in decision making process. It may also provide fruitful insight on advantages of distributed leadership and its importance for bringing improvement in teaching and learning as well. Objectives of the study were: to explore the phenomenon of distributed leadership in school setting, to investigate the practices of distributed leadership and to examine its relationship with teaching.

Mixed method approach was used in the study. Likert scale for the teachers was constructed to investigate the perception and practices of distributed leadership and its impact on teaching while interview template was prepared for getting the rich description of research phenomenon. Reliability of tool, for teachers, was determined through CronBach's Alpha by using SPSS software which was .779. Pilot testing was conducted and reliability was determined while validity of both tools was determined through expert opinion. For validation purpose, 6 teachers, from different universities were requested for validating the research tools.

The study was delimited at all elementary schools teachers and 10 principals of The City School and The Educators, Rawalpindi. Sample size of 175 was selected.

This research study utilized descriptive statistics (percentages, frequency & Standard Deviation) and correlation for analyzing likert scale data while interview was analyzed qualitatively.

Phenomenological design was applied for analyzing interview of school principals. This research concluded that distributed leadership is helpful for bringing improvement in teaching.

	<b>107-FSS/MSEDU/F10</b>	<b>GUL NASREEN</b>
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## **EXPLORING THE POSSIBILITIES OF TEACHER LICENSING PRACTICES IN PAKISTAN**

### **ABSTRACT**

This study aimed at exploring the possibilities of teacher licensing practices in Pakistan. The objectives of the study were; (1) to find out need of teacher licensing practices in Pakistan (2) to explore the possibilities of teacher licensing practices in Pakistan. (3) to compare opinion of heads and teachers of public and private institutes regarding teacher licensing practices in Pakistan. The nature of the study was mixed method (survey design). The study delimited to six public and six private educational institutes of city Islamabad and Rawalpindi, Federal Board of Intermediate and Secondary Education Islamabad, Board of Intermediate and Secondary Education Rawalpindi and Federal Directorate of Education Islamabad. All heads, teachers and senior officers of these institutes were the population of the study. 120 (70%) teachers, 10 heads (5.5%), and 40 (23.8%) senior officers selected as sample of the study through stratified random technique of sampling. Five point rating opinionnair including two open ended questions was developed for heads and teachers of public and private institutes, while a structured interview was developed for obtaining data from senior officers. Analysis of the data was carried out to find out need and possibilities of teacher licensing practices in Pakistan. There was no significant difference in the view point of heads & teachers of both public and private institutes. Chi square (through SPSS) and thematic approach were used as data analysis and data interpretation techniques. The findings of the study showed that there was no significant difference between the perception of heads and teachers of public and private institutes. Study concluded that heads & teachers of public and private institutes and policy makers feel strong need to start teacher licensing practices in Pakistan. There are possibilities of starting teacher licensing practices in Pakistan. In this study it is recommended that; (1) teacher licensing practices could be start as soon as possible by the government of Pakistan (2) teacher licensing practices could be a function of national accreditation council for teacher education.

	<b>108-FSS/MSEDU/F10</b>	<b>SAMINA SHAKOOR</b>
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## **A COMPARATIVE STUDY OF TEACHING SKILLS OF TEACHERS EDUCATORS OF TWO WOMEN UNIVERSITIES**

### **ABSTRACT**

A comparative investigation was conducted in this study, about the teaching skills of teacher educators' involved in building teaching skills in prospective teachers of two women's universities.

The objective of the study (1) To investigate the teaching skills of teacher educators of FJWU used for developing teaching skills in prospective teachers; (2) To investigate the teaching skills of teacher educators of SBKWU used for developing teaching skills in prospective teachers; (3) To find out the differences between the teaching skills of teacher educators of FJWU and SBKWU in perspective of a model "A Teacher Education Model For 21<sup>st</sup> Century"

The teaching skills were specified through a model "A Teacher Education Model For 21<sup>st</sup> Century". The ten different skills were identified essential for a teacher educator for shaping the future education of the nation. These essential skills are named as (1) Innovation and entrepreneurship skills; (2) Pedagogical skills; (3) Technological skills; (4) Social and emotional intelligence; (5) facilitative skills; (6) Self management skills; (7) Student management skills; (8) Admin & management skills; (9) Communication skills; (10) Reflective skills and thinking disposition.

The population of the study comprised of education departments of two women's universities located in two different provinces of Pakistan, Fatima Jinnah Women University, Rawalpindi and Sardar Bahadur Khan Women University, Quetta. All the 13 teacher educators were taken as universal population and 183 students of education departments were selected through random sampling. 90 students were selected from FJWU and 93 were selected from SBKWU.

Triangulation method was established, where an adapted observation checklist was employed to measure the teaching skills of teacher educators in classroom study hours and questionnaire for teacher educators and for prospective teachers were distributed among teacher

educators and students respectively, to take their the perception about the teaching skill of teacher educators.

The data obtained were tabulated and analyzed through SPSS statistics 21 software to compute mean, standard deviation, t-value and p-value (significance) level. T-test was applied to measure the significance of difference between the mean of both types of groups' teaching skills. Significance was seen at .05 levels as criterion for the confirmation of the presence of a specific teaching skill.

The findings of the study were; among ten (10) described teaching skills, technological skills are the most compromised skills leading social and emotional intelligence, facilitative skills and reflective skills and thinking disposition. The self-management skills, student management skills and admin and management skills were comparatively at a higher level while communication skills were at a lower level with significant difference between teacher educators of the both women's universities.

	<b>109-FSS/MSEDU/F10</b>	<b>AMBER SIKANDER</b>
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## **RELATIONSHIP OF PRINCIPALS' LEADERSHIP SKILLS WITH TEACHERS' PROFESSIONALISM IN MODEL SCHOOLS OF ISLAMABAD**

### **ABSTRACT**

The aim of the study was to find out the relationship of principals leadership skills with teachers professionalism in model schools of Islamabad. The objectives of the study were 1) To identify the leadership skills of the principals in model schools of Islamabad. 2) To investigate the teachers' professionalism in model schools of Islamabad. 3) To find out the relationship between leadership skills of principals and teachers' professionalism in model schools of Islamabad. The nature of the study was co relational. The study was delimited to city schools of Islamabad. All 1100 male and female teachers of model schools of city Islamabad were the population of the study. 288 (29%) teachers were selected as sample of the study. Two questionnaires were

developed one for teachers and one for school heads. Analysis of the data was carried out to find out leadership skills, teachers' professionalism and to establish the existence of significant relationship between leadership skills and teachers' professionalism or otherwise. Mean score and Pearson product moment were applied for the analysis of the data through SPSS (Statistical package for social sciences) as a statistical tool. The findings of the study showed that there was a difference between teachers and principals perception. This indicated that school teachers are not as much comfortable with the performance of the school heads. Major conclusions of the study were 1) medium or weak level of correlation is existing between leadership skills and teachers professionalism in model schools of city Islamabad as perceived by school teachers. Which indicate that school teachers are not as much satisfied with their leaders. 2) The study concluded that strong level of correlation was existing between leadership skills and teachers professionalism in model schools of city Islamabad as perceived by school heads. Which indicate that school principals are much satisfied with teacher's performance and their leadership. 3) The study can be concluded that principals should consider their internal thoughts and believes on leadership and compare with their action or practical work which they do. 5) The above conclusion can be explained that there is a need to understand the variables of leadership which effect teacher's professional learning and development. The major recommendations of the study were 1) there is a need of workshops or training programmes for the school heads to improve leadership skills as well as for teachers to improve their profession. 2) There may be workshops on teacher's professionalism and also to develop positive relationship between school teachers and their leaders. This can bring more confidence and satisfaction among teachers. 3) Teachers with five to seven years working with a same principal in a school might be helpful in bringing about more congruent perceptions.

	<b>110-FSS/MSEDU/F10</b>	<b>BIBI SHAMEEMA</b> <b>WOODALLY FARJAN</b>
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# **A COMPARATIVE STUDY OF INSTRUCTIONAL COMPETENCIES OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN PAKISTAN AND MAURITIUS**

## **ABSTRACT**

The study was conducted to investigate the competencies of secondary schools teachers working in Pakistan and to compare those to Mauritius. The sample of the study included randomly selected teachers and students from school of both the places, including Pakistan and Mauritius. Respectively the data were collected with the help of separate questionnaire, from students as well as concerned teachers. The questionnaires were constructed to measure teacher efficiency, delivery and methodology of teaching. After careful study and analysis conclusion of the teachers' performance and effectiveness may be of considerable help to better equip the schools for the success in Education for both Pakistan and Mauritius. The study included the public secondary school schools in Pakistan and Mauritius that were used as sample. There were approximately 76 public secondary schools in Islamabad and 7 in port-Louis, while the number of teachers is 2911 and 364 respectively. And the number of students was 51,495 and 16,780 accordingly. The number of principals was relevantly same as the number of schools. The researcher selected 15 public secondary schools from Pakistan and 7 from Mauritius respectively. Mainly, 220 teachers including 150 teachers from Pakistan and 70 from Mauritius were taken as a sample from both countries. A total of 22 principals were taken as sample from both countries. As far as students were concerned 220 students were selected, 150 students from Islamabad and 70 from Mauritius. 10 teachers and 10 students were selected from each school randomly. T-test was used to analyze the sample.

	<b>115-FSS/MESEDU/F11</b>	<b>NAFEESA AKRAM</b>
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## **EFFECTS OF TEACHING OF ART ON STUDENTS' ATTITUDE AND AESTHETIC DEVELOPMENT AT ELEMENTARY SCHOOL LEVEL**

### **ABSTRACT**

Art has meant different things to different people at different times in history. With the passage of time when importance of arts excepted by the world, it was also added as a subject in the curriculum as it affects us student's attitude and aesthetic development.

This study investigated the effects of teaching of arts on a student's attitude and aesthetic development at elementary level, student's attitude towards arts, student's attitude and aesthetic development through teaching of arts, effects of arts on student's attitude and aesthetic



development and parental satisfaction towards student's attitude and aesthetic development and non equivalent control group pre-test. Post-test quasi- experimental design was used to conduct the research. The population of the study was students of grade 3 at elementary school enrolled in Islamabad sector. A private school was selected by convenient sampling technique. All the students enrolled at school in grade 3 and their parents were the sample of the study. 3 instrument was designed; pre-test, post-test, post-test-1, along with assessment sheets for students art activities (painting and drawing) and one questionnaire for judging the parental satisfaction was used. The parental questionnaires focus on students' creativity, appreciation of things and cleanliness. Two groups were taken from school on the bases of pre-test results. One was considered as control group and other is experimental group without making any change because the student's performance on pre-test was same. The researcher taught experimental group, controlled group was taught by the employee teacher of the school. Treatment was given to experimental group regarding attitude and aesthetic development by using modern teaching method of art. In modern method researcher taught students by using indicators for aesthetic and attitude development. The indicators used regarding aesthetic development; for drawing were Pencil control, Erasing neatness, drawing item, creativity, observation, balance of composition, use of colors, color combination, white space, color blending,. Indicators for painting were background wash, white spaces, colors boldly used, balance of composition, comprehension, filling on objects, brush strokes. Indicators used for attitude were attentiveness in class, class participation, speed of work, responsibility of self. The control group was taught by traditional method. After 8 weeks of treatment post-test was conducted and results were compared. After four weeks of post-test, post-test-1 was administered to measure the retention of attitude and aesthetic development.

The results of this study showed that the teaching of arts increase the performance of students in experimental group on aesthetic development as compared to control group. Teaching of art develop positive attitude of the student in experimental group. Teaching of art regarding aesthetic and attitude development affected the performance of students in both group but it was more effective for the students in experimental group.

	<b>116-FSS/MSEDU/F11</b>	<b>AYESHA ARIF</b>
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# **RELATIONSHIP BETWEEN TEACHERS' EMPOWERMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN ISLAMABAD MODEL SCHOOLS, ISLAMABAD**

## **ABSTRACT**

During the past decade, teacher empowerment and Organizational Citizenship Behavior (OCB) has received a great deal of attention from researchers who studied their relationship to various organizational outcomes. The current study sought to enrich our understanding of citizenship behavior in the school setting by identifying its relationship with teacher empowerment. Six dimensions of teacher empowerment, identified by Short and Rinchart (1992) were selected which were: decision making, professional growth, status, self-efficacy, autonomy and impact. Five dimensions of Organizational Citizenship Behavior, identified by Organ (1988) were selected which were: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The objectives of this study were; to find out teacher's empowerment, and teacher's organizational citizenship behavior, and to find out the relationship between teacher empowerment and teachers' organizational citizenship behavior. All the teachers of Islamabad Model Schools for girls of urban areas constituted population of the study. Out of the population 40% of schools were selected as the sample of the study and all the teachers of these schools were selected as the sample of the study. Sample size was 198 which was selected through cluster sampling. In questionnaire items related to teacher empowerment were developed in the light of previous literature on teacher empowerment. In questionnaire items related to Organizational Citizenship Behavior were developed in the light of previous literature on Organizational Citizenship Behavior. Mean and standard deviation was used to analyze the demographic information of the respondents. The relationship between the two variables was calculated through Pearson Product Moment co relational Analysis. Major finding of the study is that there is a significant relationship between teacher empowerment and organizational citizenship behavior. Pearson correlation matrix revealed that all six subscales were significantly and positively correlated with the OCB. It means that when teachers perceive themselves as practicing in any of the teacher empowerment dimension, they express more commitment towards OCBs. Based on the

conclusions, it is recommended that school principals may consider the importance of empowering teachers and its effects on the behaviors that are essential for the life and efficient working of the school. Principals may create an environment beneficial for the personal and professional development of teachers resulting in the exhibition of OCBs.

	<b>117-FSS/MSEDU/F11</b>	<b>FAKHIRA YASIN</b>
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## **ANALYSIS OF PROFESSIONAL SOCILAIZATION OF NOVICE TEACHERS IN UNIVERSITIES OF PAKISTAN**

### **ABSTRACT**

Teachers play significant role in the economy as well as social development of society. The purpose of this research was to analyze the professional socialization of novice teachers in universities of Pakistan. The basic objectives of the study were to find out the relationship of the novice teachers with the pupils, to investigate the professional socialization experiences of the novice teachers with colleagues, o examine the professional socialization practices of novice teachers with the heads of department and to analyze the professional socialization of the novice teachers with parents of students.

Mixed method approach was used to analyze the professional socialization of novice teachers. The descriptive research method was used to analyze the data. The research was delimited to three public sector universities of Islamabad. The data were collected from 105 novice teachers of three universities out of 200 novice teachers. Random sampling technique was used for the selection of the participants of the study. Questionnaire and semi-structured interview was used to collect the data from the sample of the study. The data was analyzed through mean scores and percentage.

It was concluded that novice teacher perceive they faced only few problems during the early years of teaching while developing a positive relationship with students. Novice teachers encouraged the students for moral development as well as to adapt good behavior. Most of the times newly appointed teachers get time to organize learning material for the classroom and poor

facilities were provided to them as compared to the senior colleagues. Novice teachers pointed out that the administration (head of department) assisted them in resolving the problems. The head of department gave them most difficult task to accomplish. The research also recommends that there may be a systematic procedure to evaluate the performance of the early career teachers. There may be professional development training which enhances the skills of teachers.

	<b>118-FSS/MSEDU/F11</b>	<b>MALIHA AMIR</b>
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## **A STUDY OF RELATIONSHIP BETWEEN STUDENTS WELLBEING AND THEIR ACADEMIC ACHIEVEMENT**

### **ABSTRACT**

The study was descriptive and was designed to explore “the relationship between students’ wellbeing and their academic achievement”. Wellbeing is associated to the efficiency of a person to develop and maintain the relationships. These relationships directly affect the personality of an individual (Myers & Sweeney, 2005) therefore it was sheer need to find out at what degree these relationship affect each other. Consequently, this study was designed to find out the relationship of well being with academic achievement. The objectives of the study were to find out the dimensions of students well being and their academic achievement. Further find out the relationship between physical, psychological, cognitive social and economic wellbeing of students and their academic achievement. All the HSSC Part II (session 2012-2014) female students of Govt. Colleges for Women Rawalpindi were population of the study. These colleges were selected through random sampling. From every selected college female students were selected randomly from HSSC Part II (session 2012-2014).

Questionnaire was used for data collection about wellbeing. Data were collected by using a scale that is Personal Wellbeing Index- Adult (PWI-A). The data were presented in tabular form by using percentages and frequencies. Finding showed that those students had high physical, psychological, social, cognitive and economic wellbeing their academic achievement was also higher as compared to other students who had medium and low wellbeing. On the basis of findings it is concluded that the students who have good physical, psychological, cognitive social

and economic wellbeing get high achievement as compared to those who have medium and low physical, psychological, social, cognitive, economic wellbeing.

	<b>120-FSS/MSEDU/F11</b>	<b>SARWAT NAHEED CHAUDHARY</b>
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**REALATIONSHIP OF TEACHERS' SELF-ASSESSMENT WITH THE  
ACADEMIC ACHIEVEMENT OF THEIR STUDENTS AT UNIVERSITY  
LEVEL**

**ABSTRACT**

This study was conducted to investigate the Relationship of Teachers' Self-Assessment with the Academic Achievement of their Students at University Level. The objectives were to explore the teachers' level of self-assessment, to determine the relationship between teachers' self-assessment and academic achievement of their students and to explore the gender wise difference in teachers' level of self-assessment. Two null hypotheses were tested, one was related to the significant relationship teachers' self-assessment and academic achievement of their students and other was about significant gender wise difference in the level of self-assessment of the teachers. The Quantitative approach was used in this study. The rating scale was used as research instrument. All the teachers from Education Department of ten campuses of University of Education were taken as sample of the study. For data analysis, Pearson Product Moment coefficient and t-test were applied through SPSS. It was found that there was no significant relationship between teachers' self-assessment and academic achievement of their students and it was also found from this research that there was no significant gender wise difference between the levels of teachers' self-assessment. It was concluded that most of the teachers have reached the basic level of teachers' self assessment.

	<b>121-FSS/MSEDU/F11</b>	<b>HUMAIRA JABEEN</b>
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**ADJUSTMENT PROBLEMS OF FOREIGN STUDENTS AT  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

**ABSTRACT**

International Islamic University Islamabad (IIUI) is advancing rapidly with its attempts to internalize her education system. To some extent, International Islamic University Islamabad was successful in winning the recognition by developing countries in Asia and Africa while having more and more cultural exchange program. The purpose of this study was to find out the adjustment problems of foreign students at IIUI to examine the perception of foreign students regarding the impact of cultural gap on their overall experience of studying at IIUI. The study identified the academic, social and cultural problems faced by foreign students at IIUI. The Michigan International Students Problem Inventory (MISPI) used to study the problems and experiences of foreign students in academics, culture and social educational environment at IIUI, Pakistan. A survey was conducted to collect data and information about the topic under study. The instrument consisted of two parts: part I constructed by the researcher to find out the demographic and personal characteristics of the respondents and part II was adapted from internet and it was used to find out the responses of foreign students on 11 major problem areas of adjustment.

The findings of the study showed that foreign students enrolled at IIUI, were mostly concerned with problem of English Language. His was followed by Living- Dining, Admission- Selection, Social- Personal, Health Services, Academic Record, Placement Services, Financial Aid, Student Activities, Orientation Services and Religious Services in that order. Majority of them were concerned with limited English vocabulary, understanding Pakistani “slang”, the weather, taste of food in on- campus housing, loneliness, homesickness, making friend, grades, writing or typing term papers, and getting admitted to colleges or universities in Pakistan. In the light of the above findings it was speculated that foreign students shared similar problems but the degree of difficulty differed among them depending on their cultural and educational backgrounds.

These facts called for opportunities of students to practice their English before leaving to their home country. In addition students may be introduced to local families with the help of a “host family program”. Organized discussions involving topics of mutual interest to foreign students and local students may be undertaken. Foreign students may also be provided with opportunities to present programs about their country or some aspects of it to local audiences.

	<b>122-FSS/MSEDU/F11</b>	<b>SHAH BANO JAMIL</b>
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# **LEARNING DIFFICULTIES OF STUDENTS IN ENGLISH AT ELEMENTARY LEVEL IN TEHSIL LAYYAH**

## **ABSTRACT**

The present study was conducted to examine learning difficulties of students in English at elementary level in District Layyah. Learning difficulties were a state of mind which prevent someone to learn on the same rate as others. Learning difficulties had become habit of the students and put ever lasting effects on their learning and achievements. Specifically this study was conducted to examine learning difficulties in English at elementary level. The study was descriptive in nature. The objectives of the study were 1) To identify learning difficulties of students in English 2) To find out the causes of learning difficulties of students in English 3) To compare the causes of learning difficulties of boys and girls students in English. The research questions were: 1) what are the learning difficulties of elementary level students in English? 2) What are the causes of learning difficulties of students in English? 3) What is the difference between the causes of learning difficulties of boys and girls in English? The quantitative approach was used for this study. The data were collected through Sequential tasks and with a questionnaire to find out causes of learning difficulties, administered by the researcher herself. The data were analyzed through descriptive statistics according to the objectives of the study. This study identified difficulties in sentence structure, narration, word formation, spellings and parts of speech. It also revealed some causes included inadequate class rooms, environmental issues, medium of instruction, poor communication skills. The study also found a lot of differences in the difficulties of both male and female. The study also suggested that learning environment may be conducive and teachers training may also be promoted, whereas association between teachers and parents may be adopted as a policy.

	<b>142-FSS/MSEDU/F12</b>	<b>MANSOORA IBRAHIM</b>
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## **ANXIETY OF PROSPECTIVE TEACHERS TOWARDS EDUCATIONAL CYBER RESOURCES**

## **ABSTRACT**

Perhaps one of the most important fields in which technology must be integrated is undeniably the educational domain. Technology is equally important for all educational stakeholders' i.e. teachers and students. The source of introducing and instigate technology to the learners is the teacher. Prospective teachers' attitude towards educational cyber resources will probably effect the use of technology in the class room. The aim of the study was to investigate anxiety of prospective teachers towards educational cyber resources. The study also focused to find out the difference in the anxiety of novice and ongoing prospective teachers of BS Education and MA Education. It was also intended to explore the effects of different demographic variables o the anxiety of prospective teachers towards educational cyber resources. Five null hypotheses were formulated in the study. Sample of the study consisted of 438 prospective teachers from International Islamic University Islamabad, National University of Modern Languages, Fatima Jinnah Women University and Peer Mehr Ali Shah Arid Agriculture University Rawalpindi including both male and female. Anxiety was measured through self-developed questionnaire. Demographic information and information regarding anxiety of educational cyber resources was determined through 20 statements. The data were analyzed through SPSS soft ware using descriptive and inferential statistical techniques like mean, standard deviation, t-test and ANOVA. The key conclusions based on the descriptive and inferential statistical analysis indicated that prospective teachers had anxiety of educational cyber resources. The result also showed that there was difference between anxiety of novice and outgoing BS Education and MA Education prospective teachers towards educational cyber resources. The result indicated that there was no significant difference between the mean anxiety scores of novice BS Education prospective teachers and outgoing BS Education prospective teachers. Similarly, there was no significant difference between the mean anxiety scores of novice MA Education prospective teachers and outgoing MA Education prospective teachers. Gender wise difference was also not observed among prospective teachers towards educational cyber resources. It is recommended hat formal training regarding educational cyber resources may be given to prospective teachers to reduce anxiety of educational cyber resources and university administration may provide lab assistant, who will provide his services on online journal.



	<b>145-FSS/MSEDU/F12</b>	<b>IRSA ZAHOOR</b>
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## **A COMPARATIVE STUDY OF CAREER MATURITY LEVEL OF PUBLIC AND PRIVATE INTERMEDIATE STUDENTS OF DISTRICT KHANEWAL**

### **ABSTRACT**

Career maturity is reverberated by an individual's mature behavior in dealing with the career development tasks. This research study is designed to examine the Career Maturity level of Public, Private Intermediate students. The research was carried out with the following objectives (a) to find out the career maturity level of intermediate students (b) to compare the career maturity level of male and female intermediate student's (c) to compare the career maturity level of art and science intermediate students (d) to compare the career maturity level of public and private intermediate student's. The study was delimited to the 11<sup>th</sup> grade students of public and private colleges of District Khanewal of Multan division. All students of intermediate level from public and private colleges were population of the study. A sample consisting 600 students were selected through stratified random sampling technique. Career Maturity Inventory-Revised was used as a research instrument for data collection. Data were collected through personal visits to the sample colleges. Percentage and t-test were applied for the analysis of the data. The data were analyzed and tabulated in the form of tables. The results were tested in the light of null hypothesis. It was found that majority of students has low career maturity. There was no significant difference between the career maturity of male and female students. Significant differences were found between the career maturity level of science and arts students and public and private college students. Science students and private intermediate students had the high career maturity as compared to arts students and public students. Findings from this research suggest need of professional career counselors at school and intermediate level. A course of career education may be included in the school curriculum to enhance the career maturity level of students. It will also give suitable employment opportunities to the career counselors.

	<b>139-FSS/MSEDU/F12</b>	<b>MEMOONA BIBI</b>
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## **A COMPARATIVE STUDY OF THE FACTORS AFFECTING THE COMPLETION OF INDIGENOUS AND FOREIGN DOCTORAL RESEARCH**

### **ABSTRACT**

Doctoral education is the foundation of the exploratory advancement and creativity is known as vital fuel for the economy of world wide planning. The study was aimed at comparing the factors affecting the completion of foreign and indigenous doctoral research. The objectives of the study were; to find out the factors affecting the completion of indigenous and foreign doctoral research; to explore the extent to which factors remain consistent across the completion of foreign and indigenous doctoral research; the extent to which factors differentiate between foreign and Pakistani departmental policies to compare the factors effecting between male and female doctoral researchers. The research design of the study was qualitative in nature. Population of the study was consisting of foreign and indigenous Ph.D teachers from the faculty of social sciences of public ad private universities of Islamabad. Sample was selected using stratified sampling technique. Semi structure interview was used as data collection tool by the researcher. 29 indigenous and 19 foreign interview4ws were conducted by the personal visit of researcher. Collected data were analyzed manually by the researcher and presented in the full text narrated from. Findings of the study inferred that most of the foreign and indigenous had friendly relation with their supervisor and supervisor was also helping for them. Most of the respondents were highly satisfied with the departmental practices and policies, and most of them had tremendous family support during their doctoral research. It was recommended that researcher may be devoted and honest towards doctoral research and departmental management may be cooperative with the doctoral research students.

	<b>140-FSS/MSEDU/F12</b>	<b>SARA JAMAL</b>
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# **RELATIONSHIP BETWEEN PERSONALITY TYPES AND PREFERENCES FOR THE USE OF E-RESOURCES OR PRINTED- RESOURCES FOR STUDY BY UNIVERSITY STUDENTS**

## **ABSTRACT**

The aim of the study was to determine the personality types of students and their preferences for the uses of electronic resources (e-resources) or printed resources in their studies and also to see whether any relationship existed between personality types and use of e-resources. A descriptive research design was used in this study for analyzing the data. Population of the study consisted of students of Master programs of the Social Science Faculty of three public universities of Islamabad including International Islamic University Islamabad (IIUI), National University of Modern Languages (NUML), and Quaid-e-Azam University (QUA) Islamabad. Sample of three hundred and forty five (345) students was used for the study. Data were collected by using the paragon learning style Inventory (PLSI) based on the MBTI Model for determining personalities and a modified survey questionnaire adapted from previous research for determining the first preference of the for the use of e-resources. Data was analyzed using SPSS. The dominant MBTI (Jung) personality types among the students were those personality types that resulted in the academic levels of the “Sensor” (ES and IS types) type more than the “Intuitive” (IN and EN types) type academic learners. Most of the students (76%) preferred to use e-resources more than the printed resources. No correlation was found between personality types of the students and the use of e resources by the students. Recommendations for improving the quality of learning were made to benefit the various types of levels.

	<b>147-FSS/MSEDU/F12</b>	<b>SABA BIBI</b>
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# **EFFECT OF FIELD INDEPENDENT/DEPENDANT LEARNING STYLE AND ACADEMIC ACHIEVEMENT OF INTERMEDIATE STUDENTS OF RAWALPINDI CITY**

## **ABSTRACT**

The research was conducted to study the effects of field independent/dependent learning style on academic achievement of intermediate students of Rawalpindi city. The objective of the study were, to identify the field independent/dependent learning style of the students at intermediate level, to explore the gender wise learning style of the students at intermediate level, to explore the subject wise learning style of the students at intermediate level and to find out the effects of field independent/dependent learning style on academic achievement of intermediate students of Rawalpindi city. For this purpose quantitative research approach and causal comparative research design was used. Population of the study was 8464 students. The targeted sample was 474. The respondents were selected through simple random sampling. Field independent/dependent questionnaire was developed by the researcher for identifying the learning style of students. The questionnaire was comprised on four sections (A, B, C&D). The results of 1<sup>st</sup> year final exams (2014) were taken as their academic achievement. SPSS 15 was used or data analysis. It was found tat more students of intermediate were having field independent learning style. It was exposed that more female were having field independent learning style. More science students were field independent as compared to arts students. It was also found that students with field independent learning style were high achiever. There was a significant difference in the mean academic achievement scores of the field independent and dependant students. It was concluded that learning style effect the academic achievement of the students. As it was students with field independent learning style were high achievers as compared to field dependent therefore it was recommended that the teachers may used such strategies which help students to be field independent learner. The teachers and parents prohibit gender discrimination and also provide such environment that makes an individual a field independent learner.

	<b>141-FSS/MSEDU/F12</b>	<b>MUBESHERA TUFAIL</b>
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## **COMAPRISON OF ASSESSMENT TECHNIQUES USED IN PUBLIC AND PRIVATE UNIVERSITIES**

### **ABSTRACT**

Assessment technique such as paper-pencil tests, quizzes, assignments, presentations, projects and field work guide the teaching- learning process. The main objectives of the study were to find out assessment techniques used at University level and to study how the assessment techniques are used by teachers of public and private Universities. The mixed methods research design was used to get data from teachers and students of M.A programs of Faculty of Social Sciences of Public and Private Universities of Rawalpindi and Islamabad by using self-developed five-point rating scales and interview questions. Analysis of data through mean, percentage, t-test, AVOVA and coding revealed that the private universities were utilizing more variety of assessment techniques as compared to public universities including multiple-choice questions, restricted and open ended response questions, oral quiz, portfolio, debate, project and field work. However, the teachers of public and private universities were providing oral and written feedback on the achievement of students in graded assessment techniques. It is recommended to switch over to innovative assessment technique such as Classroom Assessment Technique, self-assessment and peer assessment in order to add more transparency in assessment and to involve students in the process of assessment.

	<b>155-FSS/MSEDU/F13</b>	<b>FATIMA MAQSOOD</b>
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**EVALUATION OF SECONDARY SCHOOL CURRICULUM FOR  
PROMOTING LIFE SKILLS BASE EDUCATION**

**ABSTRACT**

Developing Life skills in children is considered as core concept in modern education throughout the world. So it is rapidly growing trend to identify essential life skills which are considered as important tool for the survival of secondary level students and how well the existing secondary school curriculum supports to inculcate these life skills among students. The research was twofold study; firstly it intended to investigate the expectations of parents, secondary school teachers and students about the essential life skills for secondary school students. Secondly, the secondary school curriculum was evaluated to identify which life skills were being promoted among the secondary school students. The population of the study comprised of secondary school students, teachers and parents of both private and public school in Sargodha city. Multistage stratified sampling technique was used to identify the sample for the study. It

included 220 students and 90 teachers of both public and private schools. Quantitative data were collected from the students and teachers by using two self developed questionnaires based on literature review. The questionnaires were pilot tested and the Cronbach's Alpha reliability coefficient 0.82 was found which is considered appropriate to continue for data collection. 20 parents were interviewed to collect data about their expectations of life skills for secondary school students. Furthermore, five curriculum experts of secondary compulsory subjects were interviewed to find out their opinion. Secondary school curriculum and text books were also reviewed to make sure that life skill are integrated in curriculum and which life skills are overlooked. Data were analyzed by calculating mean scores of the opinions of teachers and students and results showed that all teacher, students and parents have positive perception about the essential life skills for the secondary students. In addition, *t* test was applied to identify the differences between the opinions of students and teachers and the results depicted significant difference between the opinion of teachers and students and showed teachers have more strong perception about the life skill base education as compared to students. Furthermore it was seen that most of the essential life skills have been incorporated in the curriculum and text books of English and Urdu but overlooked in Islamiat, Mathematics especially Pak-studies.

	<b>159-FSS/MSEDU/F13</b>	<b>GHAZALA BAHADUR</b>
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**EFFECT OF PRACTICE TEACHING SCHOOLS' CLIMATE ON  
PROFESSIONAL DEVELOPMENT OF PROSPECTIVE TEACHERS IN  
BALOCHISTAN**

**ABSTRACT**

Practice teaching is a period of professional development. Prospective teachers, during their degree program, visit different schools for gaining teaching experiences. During this period, the climate of practice teaching schools affects the lives, thoughts and attitude of prospective teachers. Care is taken in the selection of the content for prospective teachers but no care is taken in the selection of practice teaching schools. Unwillingness of the mentors, lack of support from leadership, unavailable resources, discouraging attitude of the staff and students in practice

teaching schools leave an adverse effect on prospective teachers. Experiences and opportunities availed in encouraging environment contribute to the professional development of prospective teachers but working in adverse environment makes them rethinking about their choice of the profession. This practicing period is a “make or break” phase for prospective teachers. The present study focused to identify the climate of the practice teaching schools and also the factor of school climate which contribute to professional development of prospective teachers in teaching practice schools. It also attempted to find out the differences between the effects of the positive and negative climate of practice teaching school on professional development of prospective teachers. It also intended to examine gender differences and professional development of prospective teachers regarding the effect of practice teaching schools’ climate. For this study, the researcher used a school climate model developed by National School Climate Centre which is a non-profit organization and focuses on “measuring and improving school climate”. The model was comprised of five key dimensions of Safety, Teaching and Learning, Interpersonal Relationship, Institutional Environment and staff. For this study, survey was conducted. The population of the study was 806 prospective teachers who were enrolled in ADE (2014-15) and B.Ed ( Hons) (2014-17) programs, offered only in 20 public institution allocated in 13 districts of Balochistan province. A sample of 145 prospective teachers was selected through cluster sampling technique. Five Public institutions of district Quetta and Pashin were taken cluster by selecting all their prospective teachers enrolled in ADE (Session 2014-15) and B.Ed ( Hons) (2014-17) programs. The data were collected with the help of self developed questionnaire built on five point likert scale. The obtained data were tabulated and analyzed through SPSS version 20.0. The findings showed that the climate of the practice teaching schools was positive where prospective teachers went for practice teaching. Among five factors of school climate, the effect of one of the factor was insignificant for professional development. Prospective teachers, who had experienced positive school climate, attained more professional development as compared to those prospective teachers who had experienced negative school climate. There was no gender difference in the professional development scores of prospective teachers who had experienced negative school climate during teaching practice but this gender difference was found in the professional development scores of prospective teachers who had experienced positive school climate during teaching practice.

	<b>157-FSS/MSEDU/F13</b>	<b>ZAHIDA</b>
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# **RELATIONSHIP BETWEEN CONTENT KNOWLEDGE AND PEDAGOGICAL DESIGN CAPACITY OF ELEMENTARY MATHEMATICS TEACHERS IN GILGIT BALTISTAN**

## **ABSTRACT**

The uncertainty in the idea that a person having no knowledge can teach better, compelled the researcher to really check and relate the teachers' content knowledge and pedagogical design capacity. With this objective this quantitative study had attempted to examine the relationship between content knowledge and pedagogical design capacity scores of elementary mathematics teachers. The objectives of the study were; to evaluate the content knowledge of elementary mathematics teachers, to explore the pedagogical design capacity of elementary mathematics teachers, to find out the relationship between content knowledge and pedagogical design capacity of elementary mathematics teachers having different professional education and teaching experiences. It was hypothesized that there is no significant relationship between content knowledge scores and pedagogical design capacity scores of elementary mathematics teachers, there is no significant difference among pedagogical design capacity scores and professional education scores of elementary mathematics teachers and there is no significant difference among pedagogical design capacity scores and teaching experience scores of elementary mathematics teachers. The population of the study was 194 teachers teaching mathematics to class 7<sup>th</sup> in Gilgit Baltistan. The teachers were given a grade level content knowledge test of Algebra, and pedagogical design capacity was observed during classroom instruction by using three point observation sheet. The collected data were analyzed through mean score, Pearson product moment correlation and linear regression. All the hypothesis were tested at 0.05 level. It was found that there is no significant relationship between content knowledge scores and pedagogical design capacity scores of elementary teachers. Only M.Ed level professional education is effective for teaching elementary mathematics in Gilgit Baltistan. The teachers' teaching experiences inversely effect o their pedagogical design capacity.



	<b>162-FSS/MSEDU/F13</b>	<b>KIRRAN NAYEEM</b>
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## **FINANCIAL LITERACY OF UNIVERSITY STUDENTS: A CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY-ISLAMABAD**

### **ABSTRACT**

The concept of “financial literacy” is a newly introduced term in Pakistan. During the past decades the world economic system had been transforming from the commodity-based capitalism to financial-based capitalism. The basic aim of financial knowledge and literacy among the populace is to develop the financial skills and abilities to an extent where one can independently cater the individual and collective financial needs and make independent and reasonable financial decisions and plans for personal and social wellbeing. Hence, the proposed study was carried out in order to gain an insight into the existing level of financial literacy among the students of IIUI. The objectives of the study were to assess the overall levels of financial literacy among the students, comparing financial literacy levels on the basis of gender, academic levels (that is, among first and last semesters), and academic discipline (faculty departments). The sample population of the study was confined to students from the faculty of Social Sciences engaging 226 students from the first and last semester as models.

It was a survey based study; a questionnaire was evolved to assess the levels of the students’ financial attitudes, behavior, knowledge, and influences. The questionnaire was suitably validated and was found reliable. The questionnaire comprised of 24 questions having 3 domains: (i) Financial Attitudes and Behavior, (ii) Financial knowledge, and (iii) Financial Influences.

In order to assess the levels and to compare, items from each domain were given points according to the allocated weight age. For each question the corresponding possible answers were allocated numbered points, and the desired answer attained the maximum point. After quantifying each question, the response-bases scores were tabulated, and Arithmetic Mean (average), Standard Deviation ( $\sigma$ ), and Variance ( $\sigma^2$ ) were tabulated, using statistical method, for each department, academic level, and gender. A 100% financial literacy level was assumed when all the answers to the questions were accordingly as expected and thus gained full points.

According to this study, the average highest level of financial literacy found (in percentage) was 54.2% among the above defined groups, whereas the overall average financial literacy levels of the students at IIUI in the above groups was 50.69%.

The findings of the study made basis for recommending that there is an impending pressing need to increase the financial literacy level of university students in Pakistan to meet with the higher-than- ever demand of the society and the competition in which the contemporary world is going to engage them. The basis of making students financial literate can be laid from primary to higher level education, specifically ensuring defined courses at university level before the students enters the job market.

1	1-FSS/MSEDU/F07	ALINA RAZA
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## **DEVELOPMENT OF COMPUTER ASSISTED INSTRUCTIONAL COURSEWARE ON TEACHING AND LEARNING STRATEGIES FOR UNDERGRADUATE CLASSES**

### **ABSTRACT**

The development of technology has created a demand for its effective integration into the process of education. Advanced technology is being effectively used in classrooms to teach all types of practical subjects in a more interactive form. Educationists have to uncover the possibilities of using new teaching methods and technologies in the classrooms. Pedagogy and technology can be merged together to increase the effectiveness of teaching and learning. The current research has been undertaken to analyze the current needs and problems of the learners to design Computer Assisted Instructional courseware on teaching and learning strategies; develop a computer assisted instructional courseware on teaching and learning strategies and to evaluate the effectiveness of this courseware on students' learning. The sample of the study was undergraduate students of BS Education program, International Islamic University, Islamabad. Sample of the study was selected through purposive sampling technique. The course of teaching and learning strategies was taken to develop in a form of courseware. This study was conducted in five phases according to ADDIE model; Analysis, Design, Development Implementation and Evaluation. Questionnaire, pre-test post-test, and checklists were used to collect data. Need analysis questionnaire, computer proficiency checklist and pre-test were administered in analysis phase. Post-test was used in implementation phase during after conducting the experiment on students by using courseware. A courseware evaluation form students was administered in evaluation phase of the study. Expert evaluation form was also administered in a seminar conducted for expert group validation of courseware. Data obtained from checklists and questionnaires were represented in the form of frequency table and percentages. T-Test was used to analyze pre-test and post-test results. The data analysis proved this courseware more interesting for students to learn and they were more attracted and motivated towards their studies. This method has developed an in-depth understanding in students and an opportunity of self-paced learning. Implementation of CAI courseware showed significant positive impact on the performance of the students and it is found very much effective. It is recommended that Universities and teacher training institutes must train pre-service and in-service teachers to adopt new technologies and teaching/learning modalities to teach students in a versatile manner. Courseware of other subjects may also be prepared so that instructors can teach more effectively and efficiently in Pakistani education system.

## **IMPACT OF INCLUSION ON STUDENTS' LEARNING AT PRIMARY LEVEL**

### **ABSTRACT**

This study was focused to find the impact of inclusive teaching techniques on the learning of students with and without special needs of class II. It was an experimental study in which traditional method of teaching was compared with inclusive instructional strategies in an inclusive setting. Students were divided into two equal groups on the basis of teacher-made pre-test scores. Sample size consists of 56 students, there were twenty eight students in experimental group and same number of students was in the control group. Both the groups were representative of inclusion, in which there were students from religious/linguistic minorities, slow learners, having low vision and articulation, hyper-actives, etc. Pre-test was used before the treatment started to judge the difference. Treatment of planned inclusive instruction technique was given to experimental group while control group was taught by ordinary traditional method. The duration of the experiment was fifteen days. First four lessons were taken from the text book of English for class II. At the end of the treatment, a teacher made post-test was conducted to measure the achievement of the students in the subject of English. To determine the impact of inclusive instructional strategies on students' learning in inclusive setting and traditional teaching in inclusive setting, the significance of difference between the scores of groups at 0.05 level was tested by applying t-test and analysis was made. Data analysis showed that both the groups (experimental and control) in the beginning of the experiment were equal. The experimental group outscored significantly the control group on post-test shows that inclusive instructional strategies are more effective than that of traditional method of teaching students at primary level. So, the result of the study indicates that inclusive instructional strategies were more effective and they have positive effect on the learning of both types of students with and without special needs in inclusive setting than traditional method of teaching. Furthermore it creates the feeling tolerance, cooperation and mutual help among the students.

## **REFLECTIVE PRACTICES OF TEACHERS OF PUBLIC AND PRIVATE UNIVERSITIES IN RAWALPINDI AND ISLAMABAD:A COMPARATIVE STUDY**

### **ABSTRACT**

The present study was conducted to compare the public and private university teachers of the faculty/department of education in Rawalpindi and Islamabad regarding the use of reflective practices during teaching. The basic objectives of the study were; to study prevailing practices of reflective practices at the university level, to explore strategies being used by the teachers to reflect on their practice, to explore the adoption of reflective practices into the teaching process, to study the need of introducing reflective practices in teacher education and to explore the effect of gender, age, level of teaching experience, nature of the job on reflective practices of the teachers. The population of the study consisted of all the teachers of education department/faculty of public and private sector universities of Rawalpindi and Islamabad. An opinionaire was administered to collect the data. It was developed for the faculty; permanent/contractual/visiting/teacher son tenure track system and adhoc bases faculty. The responses of 42 faculty members were received. The result of the study showed that although teachers were being using reflective practices into their teaching but there was unawareness about the concept of reflective practices. Secondly the study showed that there was gender wise no difference in using reflective practices. It also showed that research associate, lecturers and assistant professors were practicing the idea during their teaching more than associate professors and professor's do. Study found job wise differences among teachers. Regarding teaching experience, study showed that more experienced faculty members did not prefer the use of reflective practices whereas the less experienced faculty members did. On the basis of the result of the study, it was recommended that they may also use this important technique of teaching to motivate their juniors and to further improve their own teaching. It wad recommended that Head of the department or deans of the faculty members i.e. / professors and associate professors to make a frequent use of reflective practices in their teaching especially sharing of experiences for setting examples for others colleagues. The study recommended that the teacher may be given an orientation on the use of reflective practices. For better awareness about reflective practices it is also recommended that reflective practice should be introduced as a course in teacher education programmers so that teachers may get awareness about reflective practices for their professional development. Professional development programs may be conducted periodically by focusing on different aspects of reflective practices. It was recommended that further studies on a longer scale may be undertake to find out the positive impacts of reflective practices on the performance of the teachers and finding out the ways for developing awareness among teachers regarding this approach .The study also recommended that head of the department at university level should arrange formal and informal session of the faculty share experiences.

## AN EVALUATION OF PILOT PROJECT ON INTEGRATED EDUCATION OF CHILDREN WITH DISABILITIES

### ABSTRACT

Integrated education refers to learners “going to school’ whereas inclusive education is about ‘participating in school’. Integrated education essentially follow as the medical model of disability which sees the child as a problem and demand that the child be changed, or rehabilitated, to fit into the system. Inclusive education is more in tune with the social model of disability which sees the system as the problem. The school and the education system as a whole is enabled to change in order to meet the individual needs of all learners.

Inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively with in general school education system. The study aimed at the evaluation at the evaluation of pilot project on integrated education of children with the disabilities. The objectives of the study were to (a) explore the enrollment of disabled children in pilot schools, (b) identify the strategies used for creating awareness among teachers, parents and community,(c) identify the strategies used for creating motivation among teachers, parents and community.(d) assess the achievements of enrolled students with disabilities,(e) find out the special educational and physical facilities provided in pilot schools. The study was descriptive in nature and delimited to eight schools of four different cities. Universal and stratified sampling techniques were used. The sample comprised of senior managers, head teachers, teachers, disabled students and their parents. Four different open ended questionnaires and one scheduled interview were developed. The study revealed that there was an overall enhancement in different areas like provision of educational and physical facilities in piloted schools, enrollment of disabled students increased every year, performance of the disabled children was satisfactory ,different strategies were used for creating awareness and motivation for parents and community. The analysis of the opinion of the respondents showed that there is a positive trend in the inclusive education system due to provision of standard physical and educational facilities. Some weaker areas were identified like; unavailability of library, computer labs, transport, professional and trained faculty, awareness and incentives to the teachers. Study showed overall positive results and in the light of obtained results, the project can be replicated in future.

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## **RELATIONSHIP OF GRADUATE ASSESSMENT TEST (GAT) SCORE, AND DEPARTMENTAL ADMISSION TEST (DAT) SCORE AS PREDICTORS OF STUDENT PERFORMANCE AT HIGHER EDUCATION LEVEL**

### **ABSTRACT**

The aim of the study was to determine the relationship of Graduate Assessment Test (GAT-General) score and Departmental Admission Test (DAT) score as predictors of students academic performance at higher education level. The objectives of the study were (1) to determine the relationship of Previous Academic Record (PRA) scores and Future Students Achievement (FSA) scores. (2) to determine the relationship of Departmental Admission Test (DAT) scores and the Future Students Achievement (FSA) scores. (3) to determine the relationship of Graduate Assessment Test (GAT-General) scores and Future Students Achievement (FSA) scores. (4) to determine the relationship of Previous Academic Record and the Departmental Admission Test scores and the Graduate Assessment Test scores. For this purpose, MS students (Fall 2007 & Fall 2008) of International Islamic University were taken as population. Thirty nine students of MS Education, who took the Graduate Assessment Test (GAT-General) were selected as sample of the study, without considering whether they passed GAT test or failed. Their GAT scores were collected along with their Previous Academic Record and Departmental Admission Test (DAT) scores. Students Academic Performance (SAP) record during the one year period, (two semester results) was obtained from the Department of Education. The data was primary and secondary in nature. Analysis of the data was carried out to establish the existence of significant relationship or otherwise. To measure the relationship between student's previous academic record, DAT score, GAT score, and student's academic performance (I and II semester results), Pearson Product Moment method was used as a statistical tool. Major conclusions of the study were: (1) The previous academic record considered in the admission criteria could not predict the subsequent academic performance of the students in the MS Education programme (2) DAT did not prove to be a very useful entry test, as the results on it revealed that students who scored lower in entry test of the Department of the university tended to have better or higher grades (or future academic performance was not directly linked with departmental admission test score). (3) As an evaluative tool GAT proved to be a weak predictor, since the results on it did not reveal very much about the future results in the academic performance. Major recommendations of the study were: (1) Standardized admission tests like GAT (General) may be a compulsory part of Higher Education admission tests, but as a prior admission requisite, as it intends to measure the abilities of all the graduates in tasks of general academic nature, regardless of their field of specialization. (2) Departmental Admission Test (DAT) may not be the chosen as a sole predictor of student's academic performance. It may be made on standardized basis, so that it constitutes much more validity and reliability in its results and can be tested or verified. (3) Rather than taking two tests for entry into

university level, a combination of DAT and GAT may be formalized, as to get a better glance over the student's performance at higher education level.

6.	8-FSS/MSEDU/F07	ISHRAT SADDIQA
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## AN ANALYSIS OF THE IMPLEMENTATION STATUS OF PROFESSIONAL DEVELOPMENT PROGRAMS OF NATIONAL ACADEMY OF HIGHER EDUCATION AND DEVELOPMENT OF MECHANISMS FOR THEIR EXPANSION AND IMPROVEMENT

### ABSTRACT

The present study was conducted to analyze the implementation status of Staff Development Courses (SDCs) conducted by National Academy of Higher Education (NAHE). The basic objectives of the study were to assess the academic quality of the programs, to analyze the problems faced by the course coordinators and the participants during the SDCs, to analyze the percentage of faculty members trained in various disciplines through SDCs, and to design a workable framework for making the future staff development programs mandatory for the university faculty. The population of the study consisted of all the 3564 faculty members trained through 115 SDCs. Through applying quota sampling technique 17 centers were selected from all over Pakistan and 25 faculty members from each sampled center were selected through random sampling technique. So in total 425 faculty members, 16 course coordinators and 20 resource persons were selected for data gathering. Three questionnaires were administered to collect the data in which one was developed for the faculty members/participants; one for the course coordinators and the third for the Resource Persons of the program. The responses from 384 faculty members, 16 course coordinators and 20 resource persons were received in total. The results of the study showed that the academic quality of the program was good overall but there were some modules rated above average in quality and some were below average in quality and needed improvement. Regarding the intensity of problems faced by the faculty members, course coordinator and resource persons, the researcher categorized the problems in four environmental frames according to which the highest frequency of problems existed in symbolic frame, secondly in the structural frame, thirdly in political frame and fourthly in human frame. So there is a need to cater to all these problems for which some recommendations were suggested. Moreover the researcher designed a workable framework for the future professional development programs in the light of the opinions of the respondents. From the disciplines based analysis of the trainees it can be concluded that the highest number of faculty were trained in the discipline of Social Sciences, then Medical, then Linguistics and Literature, Management, Engineering, Pure Sciences and the least number in Agriculture Sciences. On the basis of the results of the study it was recommended that a career development academy may be constituted as a permanent body and all the fresh appointees should be called on compulsorily for pedagogical



skills training. A mechanism for the future professional development programs has also been suggested. Moreover it was recommended that the quality of modules need to be upgraded and for this training need assessment of different disciplines should be conducted.

7.	9-FSS/MSEDU/F07	MALIHA IQBAL
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## **COMPARATIVE ANALYSIS OF MORNING AND EVENING SHIFTS COHORTS OF STUDENTS AND THEIR LEARNING ACTIVITIES AT PRIMARY LEVEL IN ISLAMABAD MODEL COLLEGES FOR BOYS.**

### **ABSTRACT**

The study was conducted to compare the cohorts of morning and evening shifts of the Islamabad Model Colleges for Boys and learning activities provided by these institutions. The objectives of the study were to; 1) investigate students' enrollment and their pass out rate in the morning and evening shifts of Islamabad Model Colleges for Boys; 2) compare the students' enrollment and their pass out rates in morning and evening shifts of Islamabad Model Colleges for Boys; 3) find out the coefficients of efficiency and wastage ratios of both shifts of Islamabad Model Colleges for Boys; 4) identify the different learning activities provided by the institutions in the morning and evening shifts of Islamabad Model Colleges for Boys; 5) compare the learning activities provided to morning and evening shifts of Islamabad Model Colleges for Boys; 6) compare the scores learning activities of morning and evening shifts to the coefficients of efficiency of the sample institutions. The population of the study consisted of 1000 students and ten heads of Islamabad Model Colleges for Boys. Through applying purposive sampling technique, five Model Colleges for boys were selected. Time span was also selected using purposive sampling. This focused on the students' promotion to the higher, grades, their repletion of the same grades and dropout. It entailed the consultation of school records pertaining to admission records, promotion, repetition, and dropout. It also entailed the collection of data about learning activities arranged by these institutions for their students in morning as well as evening shifts. The data was analyzed using the statistical techniques pertaining to cohort analysis that included the computation of dropout rate, promotion rate, repetition rate, coefficient of efficiency and wastage ratio. Interviews of the heads of IMCBs were analyzed and compared to the cohort analysis. The results of the study showed that in morning shift, the coefficient of efficiency of IMCBs, I-10/1 was highest of all the IMCBs while in the evening shift, IMCB, I-8/3 was highest of all the

IMCB. The wastage ratio of IMCB, f-10/3 was highest of the entire evening shift and wastage ratio of IMCB, G-10/4 was highest of the entire evening shift. The coefficient of efficiency of sampled IMCBs morning shift was higher than sampled IMCB evening shift and wastage ratio of IMCB evening shift was higher than sampled morning shift. Some of the recommendations were:

- 1) The focus of planning should be on strengthening the ongoing educational reforms and improving the internal efficiency of IMCBs by classifying the IMCB on the basis of their strengths and weaknesses.
- 2) A uniform standard of admission should be followed IMCB, both morning and evening shifts.
- 3) There is a need for promoting the transparency in decision making processes at all IMCB morning and evening shifts through the involvement of teachers and community representatives especially in matters affecting retention and learning outcome of the students.
- 4) The policy FDE regarding struck of the student who spend two consecutive years in same class should be revised.
- 5) The government may give focus on the teacher development strategies to improve the effectiveness of classroom teaching learning processes especially in evening shift. The use of information technologies may be made compulsory for improving teachers' competencies and skills.

8.	12-FSS/MSEDU/F07	NOREEN NAFEEES
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## **HIGHER EDUCATION PROVISIONS OF EDUCATION POLICY**

### **2009: A PROGNOSIS OF IMPLEMENTATION**

#### **ABSTRACT**

The purpose of the study was to forecast about the feasibility of implementation of National Education Policy 2009 regarding higher education in the universities of Islamabad. The objectives of the study were; to analyze the current status of implementation of higher education provisions of National Education Policy 2009, to identify the major problems faced by the different universities in the implementation of higher education provisions of National Education policy 2009, to forecast the stochastic prediction of implementation of higher education provision of National Education Policy 2009 and to compare the status of implementation of higher education provisions of national education policy 2009 and to compare the status of implementation of higher education provisions of National Education Policy 2009 among the universities of Islamabad. The population of the study consisted of all the Directors, Assistant Directors, Registrar, Dean, Deputy Dean, Manager, Consultant, Research officers and Data Analyst of public sectors universities of Islamabad (i.e. 9). Sample of the study consisted of concerned Directors, Assistant Directors, Registrar, Dean, Deputy Dean, Manager, Consultant, Research officers and Data analyst of five public sector universities of Islamabad. In order to achieve the objectives of the study a questionnaire was designed. Data were collected through researcher's personal visits to the sample universities. Data were analyzed using frequencies. Major findings of the study include; for transmission of research knowledge to the business sector, the mechanism adopted by most of the universities (i.e. AIOU, AU, IIUI and QAU) was university-industry partnership. Most of the universities (i.e. AIOU, AU, IIUI and QAU) got budget for competitive research grants. All the sample universities (i.e. AIOU, AU, IIUI, NDU and QAU) developed collaboration with the world scholarly community within country and abroad, in connection with post graduate students and faculty, adopted Tenure Track system of appointments, and launched integrated four-year bachelor degree programme. Major conclusions of the study include; most of the universities (i.e. AIOU, AU, IIUI, NDU and QAU) have not developed incubator programme and the major problem in this connection is lack of funds. There is only 50% stochastic prediction of implementation of incubator programme in the universities by the year 2015. The

universities (i.e. NDU and QAU) have not included peer evaluation in quality assurance programme. The major problems in these connections are local politics, mutual jealousy, personal biases and low motivation level of the faculty members. There is only 50% stochastic prediction of the implementation by the year 2015. Most of the universities (i.e. AU, NDU and QAU) have not developed split degree programme. Major problems in this connection are lack of funds and lack of relevant information. There is 60% stochastic prediction of its implementation by the year 2015.

Therefore, government may provide funds for developing incubator programme in different universities. Teachers may avoid from local politics, mutual jealousy and personal biases and may concentrate towards their professional development, so that; peer evaluation may be included in quality assurance programme. Funds and relevant information regarding split-degree programme may be provided for the implementation of split-degree programme.

9.	13-FSS/MSEDU/F07	SAIMA AFZAL

## **AN ANALYSIS OF TRAINING NEEDS OF EDUCATIONAL ADMINISTRATORS AT UNIVERSITY LEVEL IN PAKISTAN**

### **ABSTRACT**

The present study aimed at analyzing the Training Needs of Educational Administrators at University Level. The objectives of the study were: a) to identify the administrative training needs of educational administrators of universities) b) To investigate the problems and difficulties faced by educational administration at university level) To analyze the training needs of educational administrators at university level. The population of the study consisted of all deans, head of the departments and controller of examination of public sector universities of Islamabad. Population size was 270 which comprised of 24 controller/additional controllers, 49 deans and 197 heads of the departments. A sample of 105 administrators were selected which consisted of 60 chairpersons, 20 controllers and 25 deans were selected by using convenient and stratifies sample technique. A detailed questionnaire was developed in order to collect the required data and information on variables of interest. Pilot test was carried out to check the reliability of the instrument. The opinion of experts was taken to validate the tool. A total of 150 questionnaires were distributed among participants; of whom 105 questionnaires were returned. The result of the study concludes that educational administrators feel a gap in their practices particularly in area of decision making and communication. The study also concludes from the results that the administrators feel a need of training in the area of financing. Most of the administrators had no opinion which means that they were not bothering the important element for encouragement which is appraisal and evaluation. On the basis of findings of the study following recommendations were made. They may be some training for administrators before or after joining the position. Such training may be provided in mode of workshops or refresher courses. Finally it is recommended that the professional education and training of administrators both components may increase the efficiency level of administration.

10.	14-FSS/MSEDU/F07	SAMINA SHAHAB
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## **ABSTRACT**

### **RETURNS OF SECONDARY SCHOOL EDUCATION: A SURVEY STUDY OF FEMALE SECONDARY SCHOOL CERTIFICATE HOLDERS IN RAWALPINDI/ ISLAMABAD**

The present study aimed at comparing the economic, social and non-pecuniary returns of secondary school for working and non-working females having secondary school certificate. The objectives of the study were; to study the social and economic, non-pecuniary returns of secondary education of females, to investigate the impact of attained social, economic and non-pecuniary objectives of secondary education on the life of females, to explore the need of introducing the ways and methods for making secondary school education more productive and useful for females segment of society in Pakistan. The population of the study consisted of all females who had completed their secondary education in Rawalpindi and Islamabad. 50 working and 50 non-working women were selected as sample from the selected areas of Rawalpindi and Islamabad by using convenient and snow ball sampling technique. A detailed questionnaire was developed in order to collect the required data and information on variables of interest pertaining to returns of secondary education. Pilot test was also carried out to check the reliability of the instrument. A total of 120 questionnaires were distributed among participants; of which 100 questionnaires were returned with response rate of 83%. The results of the study conclude that the social returns of secondary education for working and non-working women were almost similar. Secondly, the results showed that working women were more concerned about health issues, balanced diet, family health and enhancing knowledge than non-working women. The study also concludes from the results that working women scored higher on items related to economic returns of education than non-working women. Thirdly on the items of non-pecuniary returns of secondary education working women scored higher than the non-working women. It is established that working women heeded more for their family, general health, hygiene and inter-family communication etc. On the basis of the results the study makes following recommendations which concludes

1.	1-FSS/MSEDU/S08	FATIMA ZAHOOOR
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# **A COMPARATIVE STUDY ON SOCIO-ECONOMIC STATUS OF LITERATE AND ILLITERATE FAMILIES IN TEHSIL KAHUTA**

## **ABSTRACT**

Education is one of the most important ingredients of human resource in today's high technological world and literacy is the real tool of extracting maximum benefits from the marvels of technology. Illiteracy and lack of basic education is not only a cause of poor living standard of people but also impedes a reasonable and stable progress. The research understudy investigated the socio-economic status of literate and illiterate families in village Sai Tehsil Kahuta. The researcher selected 74 families as sample of village Sai, Tehsil Kahuta through simple random sampling technique. Sample was divided into four groups by using stratified sampling technique. In the first group, both husbands and wives were literate (23 families) while in the second group both husbands and wives were illiterate (20 families). The third group included literate husbands and illiterate wives (28 families) and in the fourth group were literate wives and illiterate husbands (3 families). Data were collected through questionnaires and analyzed in SPSS. The researcher found the difference in socio-economic status between literate and illiterate families. It was found that education enhanced the living standard of families because the educated people got good jobs in public or private offices and earned handsome amount. Children of all the families of the four groups were attending schools. The difference was in their mode of schools i.e. public or private and providing their children tuition facility. The literate parents also discussed the progress of their children with teachers. The difference in socio-economic status of the families was also found through the survey of the respondents' residence and the facilities available there. Besides, the survey of how they spent their leisure time also indicated the difference in the socio-economic status of the population of the study. Majority of the families of the four groups showed no affiliation with political parties whereas little number of respondents were affiliated with some political party. At the end, the researcher concluded that the income was the main difference which showed the socio-economic status of literate and illiterate families of the selected area. Keeping in view findings and conclusions some

important recommendations were also made. Illiterate families worked hard and earned less and had no access to technology or training. They were not aware of their rights and privileges. Government may provide them facilities and opportunities for basic education in rural area. There was need to train them in income generating skills and family welfare education. The researcher suggested for the future researchers to work on more specific aspects and evaluate the socio-economic status of women with different demographic background. It was also suggested that more comprehensive study may be conducted covering large scale population survey extended to different urban areas of Pakistan and draw results which generalize a broader scale.

1.	50-FSS/MSEDU/F08	FOUZIA AJMAL
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**EXPERIENCES OF UNDERGRADUATE STUDENTS OF INTERNATIONAL ISLAMIC  
UNIVERSITY ISLAMABAD IN ACADEMIC TRANSITION FROM HIGHER-  
SECONDARY TO HIGHER EDUCATION**

**ABSTRACT**

The study was undertaken to have an insight into “experiences of undergraduate students of international Islamic university Islamabad in academic transition from higher-secondary to higher education”. The objectives of the study were to explore, to compare gender wise and department wise academic transitional experiences of undergraduate students of Faculty of Social Sciences during their first semester at International Islamic University Islamabad. The population of the study included all the students of Faculty of Social Sciences of International Islamic University Islamabad who got admission in BS in Semester Fall 2009 and 100 % of the population was taken as sample of the study. It was a survey study. A questionnaire was developed to obtain the views about the required data which was validated and found reliable (Cronbach's alpha 0.932). Mean test was applied to identify academic transitional experiences, t-test was applied to see gender differences regarding academic transitional experiences and analysis of variance (ANOVA) was applied to see department wise differences regarding academic transitional experiences. Wherever ANOVA score found significant Post-Hoc was applied. The data revealed that students felt difficulties in transitional experiences but maximum difficulties they faced regarding academic issues like there is much difference in college and universities. Students found satisfied with induction to discipline where they found satisfied with the content studied in the first semester. Both male and female undergraduate students felt orientation program at the departments useful, they did not feel difficulties regarding integration, students felt difficulties regarding induction to discipline and felt difference between colleges and university studies. Both male and female undergraduate students felt challenges in transitional process and female students are having lesser difficulties in overall transitional experiences in universities as compared to male students. Students of history departments felt orientation program at department more useful and students of international relation felt that orientation program at the department is less effective, students of psychology departments felt problems of integration into university more and students of mass communication felt against them, students of history departments felt differences in discipline and students of mass communication felt against the views of history department and students of history department



felt more difference between college and university studies and students of mass communication felt against the views of history department. The findings of the study made bases for recommending that orientation session may be more systematic and comprehensive to the new coming undergraduate students for their better adjustments. Further research may be conducted on academic transition experiences of students of others levels and may see other aspects.

2.	51-FSS/MSEDU/F08	SUMAIRA MALIK
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## **A COMPARATIVE STUDY ON CLASSROOM INTERACTION OF THE VEILED AND UNVEILED TEACHERS AT UNIVWERSITY LEVEL IN PASKISTAN**

### **ABSTRACT**

The study presents the results of a comparison between classroom interaction of veiled and unveiled teachers at higher secondary level in Pakistan. It demonstrates the difference between the two. In the present scenario of objections and restrictions on veil worldwide and especially a relevant culture prevalent in Muslim countries as well, the study seems important in exploring this dimension of classroom interaction. Flanders' Interaction Analysis Model was used to study classroom interaction. The interaction in both cases was recorded and analyzed with the help of detailed questionnaires for teachers as well as students. A structured interview was also record to views and experiences of teachers from communities. The objectives of the study were to; study classroom interaction of veiled teachers with the students at the university level ,study classroom interaction of unveiled teachers with students at the university level, study the relationship between the perception of students about the classroom interaction of veiled and unveiled teachers about the classroom interaction of veiled and unveiled teachers with the students at the university level, and evaluate the affect of teachers' observing veil on student learning. The hypothesis that veil of teachers does not affect '*effective classroom interaction*' at university level of education proved correct. Research proved a significant relationship between the interaction of veiled and unveiled teacher with the students at university level. It also concluded a significant difference between the interaction of veiled teacher or unveiled teacher with the students at university level it goes in favor of the veiled teachers' classroom interaction proving their interaction more effective as compared to that of the unveiled teachers 'classroom interaction. It was also found that though important but facial expressions can be among number of factors affecting classroom interaction. Hidden facial expressions of teachers were found to be the significant in affecting interaction but positively. Results of many factors of classroom interaction analysis challenged the commonly established viewpoint against veiled teaching, at least in Pakistan. The scope of the study can be extended if series of similar studied are carried in national and international perspective.

<b>3.</b>	<b>52-FSS/MSEDU/F08</b>	<b>HUMAIRA AKRAM</b>

## **AN EVALUATION OF NATIONAL INTERNSHIP PROGRAM IN EDUCATION**

### **ABSTRACT**

The study titled “An Evaluation of National Internship Program in Education” aimed at evaluating National Internship Program in terms of its claimed objectives. This program was initiated by the Government of Pakistan in March 2007, for catering alarming situation of unemployment prevailing in the country. The objectives of the study were (a) to measure the extent to which stipend is providing financial relief to internees; (b) to investigate effectiveness of National Internship Program in improving performance of educational institutions; (c) to determine role of National Internship Program in enhancing employability and capacity of youth, and (d) to identify strengths and weaknesses of National Internship Program. The population of study included 950 internees who were enrolled in National Internship Program (2010-2011) for gaining on the-job-training in government educational institutions of Islamabad and their 746 teachers as supervisors. By using simple random sampling technique 342 internees and 150 supervisor’s from 14 selected institutions were taken as a sample. This study was of survey type based on the opinions of respondents. To achieve the objectives of study, two separate opinionnaires; one for internees and the other for their supervisors were designed, each consisting of 25 items. All opinions were designed on five point Likert Scale. The score on each item was analyzed by applying two-way chi-square test, to find out the significance/insignificance of the hypotheses. Percentages were also calculated in order to compare opinions of internees and supervisors about NIP. Major findings of the study revealed that National Internship Program has not achieved its prime objectives; provision of financial relief to the unemployed graduates, and enhanced employability and capacity of youth. However, in the view of respondents NIP has attained its one target as it has improved performance of educational institutions Overall the respondents’ opinions evinced their satisfaction with this internship scheme. The findings of the study led the researcher to recommend that; (a) Provision of stipend may be ensured in time. (b) NIP may introduce proper supervision/ mentoring mechanism for ensuring experiential learning, developing professional attitude, enhancing employability and capacity of internees.(c) Internees’ placement may be done according to their educational background thus bridging academic theory and practical experience.(d) Host institutions may employ successful internees in order to reduce issues of employment in the

country.(e) NIP may require certain modifications in its policy for futuristic sustainability, moreover selection criteria also needs improvement.(f) NIP duration may be extended for gaining on-the-job training. (g) The government may expand National Internship Program (NIP) in the private sector too and assist youth to acquire skills and work experience.

4.	53-FSS/MSEDU/F08	MASOOMA
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## **ACADEMIC DEVELOPMENT OF KARAKORUM INTERNATIONAL UNIVERSITY; (A CASE STUDY)**

### **ABSTRACT**

The present study was conducted to discover the academic development of Karakoram International University in Gilgit Baltistan. The basic objectives of the study were, (i) to explore the teaching and research developments of KIU, (ii) to explore the ways of professional development of KIU, (iii) to discover the infrastructure development of KIU. The population of the study consisted of all the 131 faculty members teaching at KIU. All the documents on the academic development of Karakoram International University also included in it. Through random sampling technique 100 teachers were selected as the sample of the study. A questionnaire was administered to collect the data. 80 responses were received in total. For the collection of the quantitative data a checklist was developed comprising the number of teachers and students in each department, the number of graduates, the research production of the university, the infrastructure data and facilities for improving the academic functions of the university. Percentage was used as a statistical tool for analysis of the entire data. The results of the study showed that there were developments in the number of departments and teachers. There was research development in the years 2009 and 2010. The enrollment rate was also increased. There were technological developments in KIU. Most of the teachers used these technologies in teaching. Teachers use innovative teaching methods in class rooms. Library was also modified by addition of updated books and equipped by internet facility. There were problems of shortage of qualified teachers in different disciplines especially in applied science faculty. The number of female teachers was also very low. 50% of the teachers were not trained. Research production by the teachers is not satisfactory. Enrollment of female students is very poor. On the basis of the results of the study it was recommended that there should be maximum number of professors in every department. A mechanism for the future professional development programs has also been suggested in which every teacher get the opportunity of in-service training. Research facilities such as access to digital library and updated books should be provided.

5.	55-FSS/ MSEDU –F08	NOSHEEN SAWAR
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## THE USES OF ASSESSMENT RESULTS FOR THE IMPROVEMENT OF STUDENT LEARNING IN INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD:A CASE STUDY

### ABSTRACT

The present research was basically a document analysis. It aimed at studying the uses of assessment results for the improvement of student learning in International Islamic University Islamabad. The major objectives of the study were to explore the assessment techniques used by teacher educators in university classrooms during students' evaluation, to explore what extent these assessment techniques covering course objectives and course contents and also to investigate what kind of feedback was being provided to students for their learning improvement. The research was delimited to Female Section of Education Department and Educational / Foundation Courses of B.Ed program first semester Spring 2010. There were two sources of data, semi structured interviews of teacher educators and documents including course objectives, course content, teachers' planners, checked assignments / projects, checked papers of mid-term, quizzes, and final assessment questions. Teachers' interviews were semi structured, certain questions were planned to ask then further questions were also asked. Interviews were recorded in tape recorder. Findings of the research showed that major assessment techniques used by university teachers were quizzes, projects, assignments and mid and end-term papers. Findings showed that mid-term and final assessment was not covering all learning objectives and was limited to knowledge level. Research result showed that teachers lacked interest in providing written feedback to students for their improvement. No written feedback was provided to students to improve their learning. Assignments, mid-term papers and projects were without any written feedback, only the marks were mentioned. Interviews from teacher educators showed that teacher educators offer only oral feedback to the students. It is recommended that teachers should cover all the learning objectives and assessment questions should be in accordance with learning objectives. It is recommended that teacher educators should also provide proper written

feedback to students so that they can improve their learning. Teacher educators may practice a variety of assessment techniques keeping in mind the individual differences of the learners.

6.	56-FSS/MSEDU/F08	RAFIA TAHIRA
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## **INTRINSIC MOTIVATIONAL TECHNIQUES AND PERFORMANCE OF TEACHERS AT SECONDARY SCHOOL LEVEL**

Motivation has a significant role in learning process. From the research, it is evident that there is a strong positive relationship between motivation and accomplishment. It is an important tool/factor in psychology. It gives us a true nature of understanding a behaviors and attitudes. Motivation is an inner course of action that reflects the need and aspirations for achieving goals.

Intrinsic motives are those which are supported by inner feelings. Intrinsic motivation is self existed idea that persuades people to behave a specific manner and move in a specific direction. It is related to psychometric reward such as challenge, achievement, recognition, curiosity, autonomy and creativity. It is the phenomenon that a person produces to enhance his personality and reaches at the stages of self actualization. The main objective of the study was to investigate the role of head of institution for the intrinsic motivation of the teachers. This study was descriptive in nature and survey was carried out, to examine the views of teachers about the use of intrinsic motivational techniques by head teachers, to explore the performance of teachers as perceived by head teachers, to explore the performance of teachers as perceived by head teachers as perceived by the students and to investigate how the intrinsic motivation by head teachers is related with the performance of the teachers. The sample of the study was selected through multi stage sampling technique. It comprised of 30 heads, 60 teachers and 300 students of the secondary schools under Federal Directorate of Education Islamabad. The research instrument was developed to get data for this study. The data were analyzed in Microsoft excel by using Mean score statistics and correlation on SPSS software to find out the impact of intrinsic motivational techniques used by heads of institutes to improve teachers performance at secondary school level. The result were tested in the light of null hypothesis and significant differences was found between the responses of opinions of Head Teachers, teachers and students. It was concluded that there was a strong positive relationship between the heads and creating intrinsic motivation. The heads of secondary schools strictly follow the office timings, appreciate their teachers, give updated information to the teachers and act like a role model for teachers. It was concluded that there was a weak positive relationship between the intrinsic motivation created by head teachers on the opinion of teachers 'performance in the opinion of students but it was revealed from findings that there was no relationship between the students 'opinion and head teachers' opinion about teachers' performance.

7.	58-FSS/MSEDU/F08	RUKHSANA DURRANI
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## **COMPARATIVE STUDY OF COGNITIVE DEVELOPMENT OF STUDENTS UNDER MULTIPLE SYSTEMS OF EDUCATION AT SECONDARY LEVEL**

### **ABSTRACT**

The research study is design to examine the comparison of cognitive development of the students studying under multiple systems of education at secondary level. The research was carried out with the following objectives: a) to identify the extent of differences of cognitive development among the students of three systems of education at secondary level) to find out the extent of similarities of cognitive development among the students of three systems of education) to give comparative analysis of cognitive development of the students of three systems of education at secondary school level.d) to investigate which system of education is enhancing cognitive development of students. The study was detailed to the capital territory of Islamabad. The students of all private schools, who were offering O'level,F.G Boys schools of public sector and madaris were the population of the study.716 students were taken through stratified sampling technique. The students from each strata were taken according to the sample population ratio given by L.R.Gay.INTI was the research tool used for data collection.SPSS 16 was used for data analysis and various statistical formulas, i.e Range, Mean, SD, Correlation, ANNOVA and Post Hoc were applied to find out the results. The data were analyzed and tabulated in the form tablets and graphs. The results were tested in the light of null hypothesis and significant difference was found between the cognitive development of the students of three systems of education. It was found that there was a large difference of cognitive development between the students of private schools and madaris, public schools and madaris. However this difference was not much between the students of public and private schools. On the basis of findings, it was concluded that there was variation between the cognitive developments of the students of three systems of education. The students of the private schools were found better than the students of public schools and madaris, while the madaris students were found weak as far as their cognitive development was concerned. The study recommended that the public schools and madaris should be provided with all those facilities which are helpful to enhance the cognitive abilities of their students.

8.	59-FSS/MSEDU/F08	RUKHSANA SARDAR
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## **CONTRIBUTION OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN THE DEVELOPMENT OF FEMALE HIGHER EDUCATION DURING LAST FIVE YEARS FROM 2005 TO 2010**

### **ABSTRACT**

The study was conducted to examine the contribution of international Islamic university Islamabad in the development of female higher education during last five years from 2005 to 2010. The objectives of the study were, (i) to explore female teacher's development at IIUI, (ii) to ascertain the female enrolments and graduates number from 2005 to 2010, (iii) to investigate the strategies adopted by IIUI for professional development of female teachers, (iv) to find out teaching methods adopted by female teachers at IIUI, (v) to examine teaching and learning facilities available for female at IIUI from 2005 to 2010, (vi) to discover research development by female teachers at IIUI from 2005 to 2010, (vii) to evaluate infrastructure development for female campus at IIUI from 2005 to 2010. The research was based on descriptive survey study. All the documents, research papers, articles, newsletters, prospectuses of university and convocations reports were collected. 242 TEACHERS OF IIUI in female campuses were the population of the study. 100 teachers of the International Islamic University Islamabad in female campus were the sample of the study (which was the 41% of the total population). A questionnaire was developed for female teachers. A checklist was developed for female teachers' checklist was developed for documents data collection. The document data were regarding enrolments, graduates, research publications, teacher's record, budget report; infrastructure and library data etc. The data were tabulated and interpreted in the form of tables and figures by using percentages. The major conclusions of the study were that there was female teacher's development at IIUI because the number of teachers was increasing every year especially after 2005. It was concluded that the rate of enrolled students were high as compared to the rate of graduates. The rate of enrolment was increasing every year in all faculties especially in social sciences, applied sciences and management sciences as compared to other faculties. The rate of graduates was less than the rate of enrolments. In the light of the following recommendations were made for improving the graduate's rates in all faculties especially in Arabic, Usuluddin and Shariah & Law there may be proper evaluation of teachers in all faculties and the reports may be communicated to the teachers directly to improve the teaching standards. There may be seminars and workshops arranged in such a way that every teacher can avail this facility once a time in a semester.

9.	60-FSS/MSEDU/F08	SADIA DILSHAD
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## **CONTRIBUTION OF P.T.A (PARENTS TEACHER ASSOCIATION) IN IMPROVING SCHOOL RESOURCES IN ISLAMABAD (AN ANALYSIS)**

### **ABSTRACT**

According to the modern educational psychology education is a tool to run a society on the scientific bases, so it is the responsibility of the society to provide universal, compulsory and free education to the younger generation to the society. In modern school system all over the world parents are taking part in the teaching learning process through “ School Councils” or Parent Teacher Associations”. In Pakistan the School Councils are working at the provisional level and Parent Teacher Association are working in the government and some private schools of Islamabad the Capital Territory. The concept of P.T.A is not very old in Pakistan and in Islamabad it was properly introduced in 2000.It is improving to be very helpful in some institutions in making the teaching learning process effective and easy. The main objective of the study was to explore the areas for effective participation of P.T.A in improving the financial resources of the institution. The study was descriptive in nature and survey was carried out to examine the views of Heads of the institutions (non elected members of P.T.A) and the Parents ( elected members of the P.T.A) about the role of Parents Teacher Association in improving the financial resources of the institution. The sample of the study was selected through convenient sampling which covered the five sectors (Islamabad city,Nilore sect,Tarnole sect,Sehala sect,and Bhara Kahu sect) of the Islamabad. The sample comprised of 30 Heads of the institutes and 30 presidents of P.T.A of the same institutions, from the selected secondary schools which are functioning under the supervision of the Federal Directorate of Education Islamabad. For this study research instrument formed to get the opinion of the both kinds of members of P.T.A for this study. The data was analyzed by drawing a table of comparison between the percentages of two types of questionnaires. The two types of questionnaires were compared on the bases of similarities and differences shown between the answers of the same questions asked from both types of members of P.T.A.The data was analyzed by percentage. Thus it was concluded that the cooperation of both kind of members or the heads of the institutions is very necessary for making the Parent Teacher Association more functional. It was also concluded if the



Associations will be more functional, because the task of improving the financial resources or creating opportunities for fund raising, to improve the financial resources of the institution can become effective only more effective PAT.

<b>10.</b>	<b>63-FSS/MSEDU/F08</b>	<b>SAIRA</b>
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## A STUDY OF THE PEDAGOGICAL IMPLICATIONS OF CHANGE FROM COMPOSITE TO SPLIT EXAMINATION SCHEME AT SECONDARY SCHOOL LEVEL

### ABSTRACT

The aim of the study was to investigate the pedagogical Implications from Composite to Split Examination Scheme at Secondary School Level. Major objectives of the study were to compare students' result under Composite and Split Methods of Assessment at Secondary School Level; to identify the changes taking place in the instructional practices of teachers ,as a result of changing the examination scheme from composite to split; to study the changes in assessment practices of teachers after changing from Composite to split Scheme of Examination; to survey the experiences of principals after the change in Scheme of Examination from composite to split. The study was delimited to the public Urdu medium boys and girls' secondary Schools, under the jurisdiction of the board of intermediate at secondary Education, Gujranwala. The population of the study consisted of all the Principals, teachers and secondary Education Gujranwala. Six percent of total schools under the jurisdiction of Board of Intermediate and Secondary Education Gujranwala were selected through teachers(with the experience of at least 10 years) of the selected schools were contacted for the purpose of data collection. For the achievement of the objectives of the study, two questionnaires were designed separately for school Principals and teachers at Teachers of Science Subjects(Physics,Biology,chemistry and computer).b)Teachers of Arts subjects(General Science, Islamic Studies,Education,Home Economics etc).c)Teachers of the subject of English, d) Teachers of the subjects of Mathematics. Comparison of the students' result of last six years of selected secondary schools was made ;three years results under Composite Scheme of Examination (2005,2007,2008),and three years result under Split Scheme of Examination (2006,2009 and 2010). The data was tabulated and analyzed with the help of Statistical Package for Social Sciences (SPSS) version 15.0 Mean, Standard deviation-test and percentages were used for the data analysis. The findings of the study showed significant difference between the teachers' instructional methodology and assessment practices of the teachers, under Composite and Split Scheme of Examination. There were significant differences between the experiences and view of Secondary School Principals, about Composite and Split Scheme of Examination.Students' result were significantly higher in Split Scheme of Examination as compared to Composite Scheme of Examination. The major conclusions of the

study were; teachers and students of all the subjects, use of traditional method of pedagogy ,such as lecture method and Rote Memorization under both of the Examination schemes, Composite and split at secondary School Level; School Principals and teachers felt difficulty in managing things under Split Scheme of Examination; teachers took monthly tests for getting feed back from the students under Composite Scheme of Examination, whereas they take daily oral and verbal tests and weekly tests under Split Scheme of Examination; students result under Split Scheme of Examination. In light of the findings and conclusions, recommendations were made: a slightly stricter, efficient and active time management is required, with the change of Examination Scheme from Composite to split at Secondary School Level, to create space for effective method of pedagogy such as combined studies, conceptual learning methods other than lecture method, partial and final recapitulation of the lesson, revision of the syllabus after completion.

<b>11.</b>	<b>64-FSS/MSEDU/F08</b>	<b>SAMINA RAFIQUE</b>

## **THE ROLE OF TEACHER EDUCATORS DURING TEACHING PRACTICE IN THE DEVELOPMENT OF THE COMMUNICATION SKILLS**

### **ABSTRACT**

Effective communication with family, classmates, friends, and co-workers is very necessary for lifelong and healthy relationships. There are some communication skills which have been developed and presented as learned behaviors that enable any person to bring out positive responses from other individuals and establish satisfactory relations to facilitate social life. These behaviors are associated with effective listening, suitable and desirable speech, and positive feelings or thoughts for another person which are transferred through verbal and nonverbal messages. The nature of the present research was basically qualitative and observation method was used. The purpose of the research was to observe the role of teacher educators and cooperative teachers in the development of communication skills and also to investigate the effectiveness of teaching practice in the development of communication skills of the prospective teachers, to observe the communication skills of the prospective teachers, to examine the existence and improvements of communication skills in prospective teachers, as they practice it during their teaching practice. The research was delimited to Female Section of Education Department of IIUI and Educational/ Foundation Courses of M.A program “Long term internship”. The populations of the study were 27 students of Education Department of International Islamic University, who were practicing as prospective teachers at different educational institutions of Islamabad and Rawalpindi. 100% population was taken as a sample of the study. Observation sheet with four rating scale (seldom, Often, Frequently, Always) was used as a tool of the research. Data was collected through observational sheet. Researcher directly observed the selected prospective teachers and selected teacher educators and cooperative teachers. So researcher conducted the observation in three different sessions. The data was analyzed through arithmetic mean scores and percentage. It was concluded that teacher educators always provided at the spot positive feedback. They also helped the prospective teachers in improving the techniques of teaching during different levels of their teaching

practice. Teacher educators properly monitored the non-verbal skills and guided the prospective teachers for improving their teaching methodology. Teacher educators gave proper instructions about the usage of different instructional material at different levels. Teacher educators monitored prospective teachers' performance regarding verbal and non-verbal communication skills and participation in the teaching learning process to provide them guidance and also strengthened the prospective teachers' learning by using the communicational techniques. The following recommendations are sighted in the light of findings and conclusions of the study. Teacher educators may train the prospective teachers to use the appropriate teaching and instructional materials frequently and properly during teaching in the class. The teacher educators may guide the prospective teachers to adopt professional attitude for better teaching and control in the class.

<b>12.</b>	<b>67-FSS/MSEDU/F08</b>	<b>SUMAN BASHIR</b>
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# **BEGINNING TEACHERS' ATTACHMENT STYLES AND THEIR STRESS COPING STRATEGIES IN SECONDARY SCHOOLS –A CORRELATIONAL STUDY**

## **ABSTRACT**

The study was conducted to correlate the beginning teachers' attachment styles and their stress coping strategies at secondary school level. The basic objectives of the study were to investigate the attachment styles and stress coping strategies adopted by beginning teachers of secondary school as well as to determine the relationship between attachment styles and stress coping strategies and then explore the effect of different demographic variables on the beginning teachers' attachment styles and stress coping strategies. The population of the study consisted of all the 1231 beginning teachers of Rawalpindi and 219 of Islamabad Capital Territory regions during 2009-2010. Through applying stratified sampling technique 43 beginning teachers from Islamabad Capital Territory and 246 from Rawalpindi region based on gender and with different designations were taken as a sample of convenience. Two standardize instruments were administered to collect the data. Total 75% responses were received. Analysis of data was done by applying correlation, t-test and ANOVA. After analysis it was found out that attachment styles and stress coping strategies were adopted by most of the females rather than male beginning teachers. Conclusion of the study shows that only relationship was found between anxious attachment style and emotional support coping strategy as well as between avoidant attachment style and mental disengagement coping strategy. It was also found that there was no significant effect of gender, locality and age on attachment styles while significant effect of demographic variables was found on stress coping strategies.

<b>1.</b>	<b>78-FSS/MSEDU/F09</b>	<b>MEHNAZ FAROOQ</b>
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## **RETURNS ON HIGHER EDUCATION CASE STUDY OF PAKISTAN**

### **ABSTRACT**

Higher education plays a pivotal role in making economy knowledge-based, and intellectually capital-oriented that provides rapid strides in development, through competitive value addition in human capital with better skills and expertise. Realizing the robustness of investment in human capital, the present research focuses; Professional Bachelor degree, Masters, M.Phil, and Ph.D), and Secondly, on the relationship between individual's earning and on individual's level of education by estimating the Mincerian earning function. Hypothesis to be tested in the research are; First: net present value is positive, Second: there is positive relationship between earnings of an individual and his/her educational qualification, and Third: the "sheepskin effect" does exist in the rate of returns at different educational levels. In this study secondary (documentary) data (collected by purposive sampling) and quantitative Micro software (E-Views version 7) are used for the estimation and statistical interpretation of results. The region-wise results for NPV show that they are highest of Balochistan, while lowest of Federal Capital Territory. Results of NPV also show that the individuals prefer a professional bachelor degree over a master degree. The estimation results of Mincerian earning function show that all estimated co-efficient are positive except for dummy variable of PhD degree. The explanatory power of the estimated equation is satisfactory with high values of R(92.08 percent). The satisfactory Durbin Watson d-value (equal to 2) rules out the possibility of autocorrelation. Results of F-statistics reveal that sheepskin effect does exist across different educational levels. Finally, results compels us to provide following suggestions for the improvements in the educational sector; First: government must increase its investment share to education, Second: equalization of education quality and cost on different degrees in different regions may reduce the regional disparity in the earnings, Lastly: to boost up demands for Ph.D degree, raise the pay-scale for Ph.D degree holders to allow some additional monetary incentives and/or increase the retirement age of Ph.D degree holders at least by the minimum prescribed time for completion of that degree.

2.	80-FSS/MSEDU/F09	NARGIS ARA
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## **COMPARISON OF IMPACT OF EDUCATED EMPLOYED AND EDUCATED UNEMPLOYED MOTHERS ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL CHILDREN**

### **ABSTRACT**

Educated women always play an important and crucial role in all fields of development especially when they are mother and bring up their children to produce useful citizens. This aspect is missing among the uneducated mothers who do provide milk and butter and other physical needs to their children but they lack some special taste which the former ones have. The educated mothers further make two categories :( a) educated employed mothers and (b) educated unemployed mothers. The study here was concerned with these two categories. The objectives of the study were (1) to investigate the perception of educated employed mothers about the academic performance of their children.(2) to investigate the perception of educated unemployed mothers about the academic performance of their children.(3) to compare the academic performance of the children of employed mothers with the children of un-employed mothers(4) to compare the perceptions of educated employed mothers with the perceptions of educated unemployed mothers. Total numbers of private public schools in Saidu Sharif in District Swat and their primary schools. All those mothers and their children were taken who were educated, employed and unemployed. Random sampling techniques were used and one forty students of the total number of students (children) of both educated employed and educated unemployed mothers were taken as sample. Total numbers of selected mothers were one hundred and forty. One Questionnaire for mothers of primary school children were designed for data collection; one for the educated employed mothers and other for educated unemployed mothers. These questionnaires were based o Lickert Scale. At the end of questionnaire, open suggestions were invited from mothers in the light of their experiences for further improvements. The academics results were also collected from the school administration. The study was delimited to private primary schools of Saidu Sharif, District Swat with equal inclusion of boys and girls. This study might also be important for the educated employed people how they could enhance the learning outcomes of their children in classroom. This study might also be helpful for the teachers to guide their students' academics towards good performance by motivating, participation of mothers and exploring their hidden abilities. This study might also be fruitful to identify the worth of both educated employed and educated unemployed women in grooming their children in academic performance. This study might also be fruitful to identify the worth of both educated employed and educated unemployed women in grooming up their children in academic performance. This study might also be helpful to higher the morals of the women to make them realize their worthy motherhood contribution to the future generation. The study was

also delimited to the impact of contemporary educated mothers for the education of their children in District Sawat. The level of education of mothers was F.A/F.SC and above. The research was further delimited to 5<sup>th</sup> class only. The responses were analyzed through statistical applications using test for comparison of the employed educated mothers and unemployed educated mothers in the light of the objectives.



3.	81-FSS/MSEDU/F09	SHAHWAR GUL
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## **TEACHERS' COMPETENCIES FOR USING ENGLISH AS THE MEDIUM OF INSTRUCTION: A NEEDS ANALYSIS**

### **ABSTRACT**

The present study was a needs analysis designed to study the teachers' competencies for using English as a medium of instruction. The objectives of the study were to test the secondary school teachers' reading, writing, speaking competencies in English and explore the necessary requirements to be fulfilled by them for using English as a medium of instruction. The research study was delimited to the Secondary School Teachers (SSTs) , Secondary School Educators (SSEs) of three districts in Punjab i.e. Lahore, Rawalpindi and Mianwali. The population of the study consisted of 3235 SSTs / SSEs. Stratified and cluster sampling techniques were adopted to select a representative sample of 324 SSTs/SSEs. The sample size for interview was 75 SSTs/SSEs (25 from each district), which were selected randomly. Tests and interviews were used as the instruments for data collection. The instruments were discussed with the three experts and validated in the light of their opinion. The tests were also pilot tested on 10 secondary level teachers of district Mianwali which were not included in the actual sample. The reliability was calculated through split half reliability coefficient which was  $\alpha = 0.707$ . Data obtained from the sample were scored, categorized and analyzed through frequency distributions, percentages, mean scores, standard deviation, combined mean score and ranks, by using SPSS (version 17.0). It was found that, 31% teachers were deficient in skimming the text while reading; 36% teachers were deficient in guided writing; 50% teachers were deficient in fluent speaking; 62% teachers were deficient in grammar while speaking; 59% teachers were deficient in vocabulary while speaking in English; 50% teachers were deficient in pronunciation. As a whole, teachers were good in writing competency; reading competency was also satisfactory, but speaking competency of the teachers was deficient. As speaking competency was found deficient among teachers, so the teachers may improve their fluency while speaking in English, by commenting on some usual events, pictures etc. Teachers may improve their speaking by recording their speaking in English, and evaluating the fluency, grammar, vocabulary and pronunciation by replaying the recorded speech in English, to remove their deficiency in grammar, vocabulary, pronunciation and fluency.

## **Ph.D**

1.	10-SS\Phd\Edu-03	ANISA KHATOON
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# **IMPACT OF ADB ASSISTED TEACHER TRAINING PROJECT ON THE QUALITY OF TEACHER EDUCATION IN PAKISTAN**

## **ABSTRACT**

Teacher and teacher education have an important role in any education system, in both developed and developing countries. Quality of teachers depends heavily on their capacity to use different methods and techniques in a particular context. If the teachers are knowledgeable, competent and committed, they can deliver well. A successful teacher is emotionally mature, user of modern teaching techniques, facilitator for the students and above all an instrument of character building. In 1990, the Asian Development Bank approved a Project Preparatory Technical Assistance to prepare a detailed proposal for a Teacher Training Project in Pakistan. It aimed at upgrading the quality of teacher training, increasing the number of trained female teachers in the rural areas, strengthening the relevance of training curriculum, methodology and materials, and promoting efficiency and effectiveness in policy making, management and resource generation of the teacher education sub sector. This study aimed to investigate the Impact of ADB assisted Teacher Training Project on the Quality of Teacher Education in Pakistan. The main objectives of the study were: (1) to assess the extent to which Teacher Training Project (TTP) objectives have been achieved; (2) to examine the impact of capacity expansion on the quantitative improvement of teacher education; (3) to investigate the impact of Teacher Training Project (TTP) on the qualitative improvement of human resource development in teacher education through In-Country Fellowship Programme; (4) to explore the outcomes of up gradation of management techniques under the Teacher Training Project; and (5) to find out the effectiveness of Training Outposts (TOs) and their input towards the improvement of training of teachers. The population of the study consisted of all the heads of Provincial Institutes of Teacher Education, Govt. Colleges of Education and, the Govt. Colleges of Elementary Education/ Regional Institute of Teacher Education, all teacher educators of Govt. Colleges of Education and, the Govt. Colleges of Elementary Education/ Regional Institute of Teacher Education, all the heads/ masters trainers and trainee teachers of Training Outposts,(4 PITEs, 16 GCEs, 90 GCETs and 66 TOs),all the experts/ consultants and officers of Teacher Training Project (TTP) and all the officers of the Technical Panel on Teacher Education (TPTE). A stratified random sampling technique was used for this study. The sample of the study consisted of 70 institutions and 509 respondents : (a) 34 heads of PITEs, GCEs and GCETs/RITEs; (b) 145 teacher educators (ICF Training receivers); (c) 150 teacher educators (ICF non-training receivers); (d) 30 educational managers (Training receivers through Overseas Fellowship); (e) 20 heads/ master trainers of Training Outposts (TOs); (f) 100 trainee teachers (Training receivers through TOs) from one TO i.e. Chakwal; (g) 30

experts/consultants and officers of Teacher Training Project and TPTE. After reviewing the related literature and all the official documents of Teacher Training Project, the research instruments for heads, teacher educators (ICF training receivers and non-training receivers), educational managers (Overseas Fellowship), heads/master trainers and trainee teachers of TOs were designed and used for data collection. Interview schedule for the experts/consultants and officers of TTP and TPTE was also developed. The instruments were developed keeping in view the various aspects of teacher education like office equipment, electronic media, furniture, teacher training, curriculum, management, competency/attitude of teachers, teaching methods and instructional material. Data were collected through personal visits, with the help of a research assistant and by mail from different institutions. Data were tabulated, analyzed and interpreted keeping in view the objectives of the study. For this purpose, Percentages, Mean, Chi Square and t Test were used. The conclusions of the study are: Office equipment and furniture were sufficiently provided and regarding utilization, furniture was maximum utilized, whereas office equipment was to some extent, utilized in the institutions. Electronic media was insufficiently provided, but it played a vital role in strengthening the teacher training in all the four provinces. Construction of four PITEs, one/ two rooms in GCEs, GCETs/RITEs and TOs, enhanced the enrolment and facilitated the prospective teachers. The teacher educators training receivers were practicing project method and simulation method more than the non training receivers. They were also consulting reference books / latest books. Teacher educators non training receivers were adopting question answer and lecture method and largely following the textbooks for teaching. The teacher educators training receivers possessed more skills to use A.V. aids and modern technology during teaching as compared to the non training receivers. Professional attitude was also developed in teacher educators training receivers. Set induction, classroom management and personal skills were developed in the trainee teachers of TOs. The objectives and the scheme of studies for Diploma in Education were well formulated. Textbooks for Diploma in Education were poorly developed and the contents were to some extent relevant and adequate. Diploma in Education was not a successful programme. Educational managers/teachers were well trained through Overseas Fellowship training and management techniques were also improved but after training they did not monitor the broad aims/ objectives and teaching learning process in their institutions. The courses such as home food processing, family planning, environment and adult literacy were not taught during the training in Training Outposts. The Provincial Institutes of Teacher Education and Training Outposts were not functioning according to the objectives formulated in Teacher Training Project and after completion of the project Training Outposts were closed. The coordination was weak among the Federal Coordination Unit, Provincial Implementation Units and Technical Panel on Teacher Education. The recommendations of the study are: Electronic media should be provided in sufficient quantity and short term training courses should be arranged for imparting training to faculty in utilizing office equipment and electronic media. The teacher educator's non-training receivers should adopt modern teaching methods during their teaching. They should be trained to use the new techniques of teaching. The Overseas Fellowship trainees should monitor all the tasks and activities of their institutions. They should also provide the rigorous managerial training to other managers. FCU, PIUs and TPTE should be revamped and strong coordination through electronic media should be established among them for an objective output. PITEs and TOs should be reactivated and in-service and pre-service training should be offered to teachers at all levels.

2.	11-SS\Phd\Edu-03	NOUREEN RAZZAQ
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## **TEACHERS NONVERBAL BEHAVIOR AND ITS IMPACT ON STUDENTS ACHIEVEMENT**

### **ABSTRACT**

The observational study was conducted to see the impact of teachers' nonverbal behavior on the academic achievement of learners. This also investigated the relationship of nonverbal communication of teachers working in different educational institutions. The main objectives of the study were to measure nonverbal behavior of teachers' working in English medium Federal Government Cantt Garrison schools, Army Public schools and Private schools, to compare the nonverbal behavior of teachers' serving in above school systems, to compare nonverbal behavior of male and female teachers and to find out the relationship between teachers' nonverbal behavior and academic achievement students. For this purpose 90 science teachers were randomly chosen from the above school systems through two phases cluster sampling technique. In order to measure the variable of teachers' nonverbal behavior, an observation form with seven points rating scale (semantic differential) based on Galloways' categories of nonverbal communication was developed. The rating scale complemented verbal dimension of Flanders' interaction categories through nonverbal dimensions. The instrument was pre-tested at a teachers training institute. Design of the research was descriptive cum observational. The data was analyzed by using the statistical techniques such as mean, standard deviation, standard error of mean, population mean, t-test, ANNOVA, Pearson 'r' probability error of obtained. The level of significance used in this study was 0.05. The main results of the study were that the nonverbal behavior of the teachers was found to be consistent with their verbal behavior. Male and female teachers did not differ in their nonverbal behavior. No difference was found between nonverbal behavior of teachers working in private, Federal Government Cantt Garrison and Army public schools. Strong association was found between nonverbal behavior of teachers and academic achievement of their students. In the light of research findings and conclusions, it is recommended that a curriculum for human communication be developed for teacher training programmes, nonverbal teaching behavior should be given central place in important techniques of teaching, both male and female teachers be made conscious of the intelligent use of their body language during teaching. For future research it is recommended that a variety of research studies be launched based on Galloway's framework of nonverbal communication, one way mirror recording techniques could be used for gaining better results and the instrument developed for present study can be used by the supervisory staff of teacher education institutions. However, in the light of Flanders and Galloway 'system an observation form be developed for training and observation of teachers during teaching practice.

<b>3.</b>	<b>12-SS\Phd\Edu-03</b>	<b>SAIMA NAZIR</b>
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**THE IMPACT OF TECHNICAL EDUCATION PROJECT (TEP) II  
FUNDED BY ASIAN DEVELOPMENT BANK ON THE IMPROVEMENT  
OF THE QUALITY OF TECHNICAL EDUCATION IN PAKISTAN**

**ABSTRACT**

“The impact of Technical Education Project (TEP II) funded by Asian Development Bank on the improvement of the quality of technical education in Pakistan”. The purpose of this study was to find out the standard of upgraded Polytechnic institutes/ Colleges and how far the Project called Technical Education Project II was helpful to improve the efficacy of the middle level technical manpower in the country; to draw comparison of the achievement scores of the upgraded institutions before and after launching of the project through the results which were averaged out for each province and standard deviation was calculated ; to compare the opinion of the participants about local and overseas training which was collected through administering questionnaire and chi square was applied. The objective of this research was also to find out the trends of students’ enrolment in new technologies introduced under the project. For this purpose year wise students’ enrolment during 2000-2007 in new technologies was obtained on Performa developed for principals. The objective of the study was also to examine the opinion of trainee teachers on the new program called B.Ed (Tech) degree programme through questionnaires designed for them. It was found out that the students have been interested in newly introduced technologies. The analysis pin pointed the reasons how and why B.Ed (Tech) 3 years degree course, did not make a success and the desired results could not be achieved. The result showed that no incentive after such a degree was available to the teachers in their career. The non- accreditation of their degree (B.Ed Tech) was another vital set back in favor of the closure of the program of B.Ed Tech. Results revealed that construction of buildings such as libraries; laboratories and provision of equipment in selected institutions were accomplished according to the approved project (PC 1). Selected upgraded institutions in the provinces of KPK and Punjab showed good achievement in results after up gradation. Results also revealed significant difference of opinion among the participants of the local and overseas training. Data analysis brought forward the fact that improved facilities and teachers training had a good impact on the students’ academic performance.

<b>4.</b>	<b>13-SS\Phd\Edu-03</b>	<b>SADIA BATOOL</b>
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## **COMPARATIVE OF THE CAUSAL ATTRIBUTIONS OF MAINSTREAM AND RELIGIOUS SCHOOL STUDENTS AND THEIR EFFECT ON A ACHIEVEMENT**

### **ABSTRACT**

Motivation is an inner state of mind that arouses a behavior and directs it towards a described goal. It accounts for why people engage in particular behaviors. Motivation is closely associated with attributions, that is, explanation of causes of behavior. The attribution theory of academic motivation advanced by Weiner (1986) described the perceived causes of success and failure, the characteristics of causal thinking and subsequent emotional experiences in relation to achievement behavior. Attributions according to Weiner (1986), take three forms. These are internal and external, stable or unstable, and controllable and uncontrollable. The main causal attributions given by pupils to explain their success and failure are effort, ability, luck, task difficulty, study skills, personality, health, teacher attitudes etc. Internal, controllable and unstable attributions are named as high and productive attributions that affect academic achievement positively. On the other hand external, uncontrollable and stable attributions are low and attribution theory students' future behavior and performance depend mainly upon how they interpret their prior success and failure. The same event of success and failure is interpreted differently by different students, leading to difference in their academic performance. The purpose of the present study was to separate students with high causal attributions and low causal attributions of mainstream and religious sectors and to find out the effect of these causal attributions on students' subsequent academic achievement. It was hypothesized that there was significant difference between the mean achievement scores of students with high, productive causal attribution and students with low nonproductive causal attributions both in mainstream sector religious sector. Sample of the study was 490 students of grade X from Rawalpindi and Islamabad districts, out of these 490 students 260 belonged to mainstream schools and 230 came from religious schools. The multistage cluster sampling technique was used. In order to measure the causal attributions of the sample, five points rating scale consisting of 30 items was developed. Students achievement scores were taken from respective gazettes. The design of the study was causal comparative, where students 'causal attribution pattern was independent variable and their academic achievement was the dependent variable. The statistical techniques of frequency distribution, mean, standard deviation, median, quartile deviation and t-test were used. The main conclusion drawn from the data analysis was that there was significant difference between the academic achievement of intrinsically motivated students with high causal attributions and that of extrinsically motivated students with low causal attributions thus confirming Weiner attribution theory. It was also found that the attribution patterns of female students were higher than those of male students.

5.	14-SS\Phd\Edu-03	SADAF ZAMIR
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## **ACADEMIC DECISION MAKING PRACTICES IN HIGH SCHOOLS OF PUNJAB AND KHYBER PAKHTUNKHWA: A COMPARATIVE STUDY**

### **ABSTRACT**

The study was designed to explore the current academic decision making practices in high schools of public sector in Punjab and Khyber Pakhtunkhwa. The research objectives were developed (i) To explore current academic decision making practices in public high schools of Punjab ; (ii) To find out current academic decision making practices in public high schools of Khyber Pakhtunkhwa; (iii) To compare current academic decision making practices in public high schools of Punjab and Khyber Pakhtunkhwa; (iv) To examine similarities and dissimilarities regarding academic decision making practices in public high schools of Punjab and Khyber Pakhtunkhwa. Hypotheses were developed: H0 There may not have any significant difference in academic decision making practices in public high schools of Punjab and Khyber Pakhtunkhwa.H1 There may be a significant difference in academic decision making practices in public high schools of Punjab and Khyber Pakhtunkhwa . HO There may not have differences regarding academic decision making practices in public high schools of Punjab and Khyber Pakhtunkhwa. H1 There may be differences regarding academic decision making practices in public high schools of Punjab and Khyber Pakhtunkhwa.Two research instruments were self designed: semi structured interview guide was designed for data collection from school heads whereas close ended questionnaire was developed for data collection from the school teachers. The research instruments were found to be reliable and valid. The semi structured interview guide covered same broader areas which were covered in questionnaire so that comparison could be made. Survey method was used to collect data from respondents. The study was descriptive in nature which compared location wise academic decision making practices in high schools of Punjab and Khyber Pakhtunkhwa. The population of the study consisted of 663 heads masters/mistresses of public high schools from three districts of Punjab and 10, 953 male and female teachers of public high schools from three districts of Punjab .311 head masters/mistresses of public high schools from three districts of Khyber Pakhtunkhwa and 3,997 male and female teachers from three districts of Khyber Pakhtunkhwa . A sample of 192 respondents, including 48 head masters and 48 head mistresses and 96 teachers (48 male and 48 female) of public high schools were selected on the basis of simple random sampling technique from three districts of Punjab and three districts of Khyber Pakhtunkhwa. The data was analyzed by using Statistical Package for Social Sciences (SPSS) two- dimensional chi square was applied to find out difference of opinion of the head masters/mistresses of both provinces. Sample independent t test was applied to find opinion of teachers of both provinces.

It appears from the data, that academic decision making practices in Punjab and Khyber Pakhtunkhwa are almost the same. This includes decision making practices regarding overall management of school, student supervision, teacher supervision, role of School Council/PTA, demonstration of lessons and experiments, and community participation. The head masters/mistresses being over all management incharges of the schools have to plan the objectives for the academic year and design the strategy to achieve the objectives. It was found that head masters/mistresses supervised students, organized and coordinated (internal and external) examinations. They are responsible to make decisions for developing skills, interest and aptitudes among students in classroom activities. Head masters/mistresses have to supervise the teachers and provide them professional guidance. Academic decision making practices are used regarding supervision of curricular, co-curricular activities, evaluation and assessment of student achievement, assessing the performance of teachers as well as students. Head masters/mistresses have to make decisions regarding community participation in problem solving at school.



6.	16-SS\Phd\Edu-03	QAISRA PARVEEN
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## A COMPARISON OF THE EFFECTIVENESS OF USE OF TRANSMITTER KNOWLEDGE AND INDUCTIVE INQUIRY MODELS ON STUDENTS ACADEMIC ACHIEVEMENT

### ABSTRACT

The study was designed to explore the comparative effectiveness of transmitter of knowledge model and inductive inquiry model on students' academic achievement. The main objectives of the study were to expose each of the two experimental groups to the transmitter of knowledge model and inductive inquiry model respectively and to compare the effectiveness of these models in the teaching of Pakistan Studies. The pretest posttest control group experimental design was chosen for the experiment. It was hypothesized that there would be significant difference between mean achievement scores of the two experimental groups and a control group on the posttest. The population of the study consisted of all the students of 10th class studying in the Government High Schools located in Rawalpindi city. The sample of the study consisted of 90 students of 10th class studying in Govt. High School DAV College Road, Rawalpindi. They were divided into three groups; each group consisted of 30 students. These groups were formed through matching on the basis of their pretest scores. One of these groups was randomly chosen as control group and other two as experimental groups. The independent variable in the study was model of teaching and the dependent variable was the academic achievement of students. The dependent variable was measured through a self constructed 50-item achievement test that was used both as a pretest as well as a posttest. The experimental groups were exposed to the treatment of teaching models while the control group was provided with conventional teaching. The material used for teaching the experimental groups consisted of the lesson plans prepared in the light of each teaching model according to Hunter's seven planning steps. After the treatment of eight weeks duration, the obtained data was analyzed by using the statistical techniques such as mean, standard deviation, coefficient of variation, simple analysis of variance Scheffe test and Tuckey's test in order to find out whether the difference in the mean achievement score of the comparison groups was statistically significant. The level of significance used in the study was .05. The main results of the study confirmed the research hypotheses. It was, therefore, concluded that students taught through inductive inquiry model showed superior achievement than those students taught through transmitter of knowledge model and through conventional teaching. The study results are in line with previous studies conducted by Schaffer's (1989) Farrell and Hesketh's (2000) but the results do not support the results of Nagata (1995), Rose and Fong (1997), Kalia (2005), Nina Panjunan (2007), Patrick and Elizabeth (2008). Though results of present study need further confirmation, it is recommended that inductive inquiry model may tentatively be used by teachers of social studies while teaching the subject to secondary classes. Therefore, in future studies a blend of models may be used because there is no single model which is exclusively best for teaching all the subjects at all levels to all students.

7.	18-SS\Phd\Edu-03	SADAF AYUB
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## **FELLOWSHIP PROGRAMS OF HEC ,PAKISTAN AND UGC,INDIA FOR AFFECTING QUALITY IN HIGHER EDUCATION:A COMPARATIVE ANALYSIS**

### **ABSTRACT**

The higher education is important enough to play a leading role in all fields of economic development of the manpower of a country. By providing the quality education we can produce quality products. The objectives of the research study were; (a)To analyze the purpose of the fellowship programs of HEC of Pakistan and UGC of India.(b)To compare the eligibility criteria of fellowship programs of UGC of India and HEC of Pakistan.(c)To investigate the placement and administration of fellowship programs of HEC of Pakistan and UGC of India.(d)To find out the monitoring and evaluation system of fellowship programs of HEC of Pakistan and UGC of India.(e)To assess quality improvement resulting from fellowship programs of HEC of Pakistan and UGC of India. The Sample of the study was two Scholarships schemes. 142 faculty members of Education Departments and 135 awardees of HEC, Pakistan, 109 faculty members of Education Departments and 89 awardees of UGC, India, were purposively selected as sample of the study; two sets of questionnaire on five point (Likert scale) questionnaires were developed for quantitative analysis. Collection of data was done by personal visits in Pakistan and data from India was collected by post, through emails and assistance of students of Bangladesh. Data was analyzed by using the two-way chi-square. Conclusions of the study showed that placement and administration procedure was almost the same except a little difference. This difference was observed in factors such as fellowship in accordance with the development and manpower needs of the society. Areas of specialization need to be identified for the researchers, so that chances of development could be prevailed. It was recommended that universities should specify the areas of specialization at the time of admission and proposed model should be applied for affecting quality in higher education.

<b>8.</b>	<b>19-SS\Phd\Edu-03</b>	<b>RAFIA ZAREEN</b>
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## **A STUDY OF HIGHER SECONDARY SCIENCE EDUCATION CURRICULUM IN PAKISTAN IN THE LIGHT OF CONSTRUCTIVISM**

### **ABSTRACT**

Constructivism is the one of most influential learning theories in science education areas, which is heavily criticized by the critics too (Solomon, 1994 & Scerri 2003). The research was conducted to investigate the science education curriculum at higher secondary level in Pakistan in the light of constructivism. The researcher studied the four elements of the existing curriculum, i.e. objectives, content, teaching methodology, and evaluation in the light of constructivism. The objectives of the study are: (i) to assess the process of curriculum development in higher secondary science education in Pakistan; (ii) to study the existing curriculum of higher secondary science education in Pakistan from a constructivist's perspective; (iii) to find out the difference of opinion between teachers and students regarding biology curricula in providing constructivists learning opportunities (iv) to highlight the strength and weakness of the existing higher secondary science education curriculum in Pakistan; (v) and to identify future needs for higher secondary science education curriculum in Pakistan. This study was designed to answer or partially answer all of the following questions: (i) To what extent does the psychological form of constructivism as a learning theory prevail in the existing higher secondary science education curriculum in Pakistan? (ii) To what extent does the opinion of teachers and students differ with each other regarding their perception about higher secondary science education curriculum in a constructivist perspective? Multistage sampling was used. At first stage five districts were selected as sample from province Punjab. Twenty higher secondary school and colleges were selected from each district. Then forty teachers and two hundred students were randomly selected from each district. Fifty experts were selected as sample of the study. Three questionnaires (for teachers, students and experts respectively) were developed. The questionnaires were primarily structured and had four open-ended items.

Data was collected, analyzed and interpreted in the light of the objectives of the study. It was done with Chi-square and percentages. The findings of the study indicate that the existing curriculum helped students to interact with learning. However, the teachers and students are not familiar with the objective of higher secondary biology curriculum. It is concluded that construction of understanding occurs in the brain of the learners, but the teachers and curriculum can assist them to construct a more and valid understanding. Teachers felt that they are helping the students and teaching constructively, but a teacher centered classroom mostly prevailed while implementing the curriculum. Text books offer little scope for constructivist thoughts. Evaluation and assessment patterns in Pakistan only test rote memorization. Understanding and other thinking skills are not assessed, and there is no scope for the learner to act as a self-assessor

as constructivists demands. While teachers do employ various teaching strategies, there is a tendency to remain in a very limited range of teaching approaches. There is little evidence of the teacher acting as a facilitator, guide or mentor to enhance learning. It is recommended that as in constructivism perspective learners are seeking understanding, they construct their own understanding of the science offered to them. Higher secondary biology curriculum seems to give some importance to learners, but it should be more focused on the natural process of the learner's abilities to enhance learning. Students use previous knowledge, curriculum planners, and textbook writers, and teachers have to care about the previous ideas of learners.

<b>9.</b>	<b>20-SS\Phd\Edu-03</b>	<b>AYSHA UROOJ</b>
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## **A COMPARATIVE STUDY OF PEDAGOGICAL AND ASSESSMENT PRACTICES OF ALLAMA IQBAL OPEN UNIVERSITY AND VIRTUAL UNIVERSITY OF PAKISTAN**

### **ABSTRACT**

The study was designed to Compare Pedagogical and Assessment Practices of Allama Iqbal OPEN University and Virtual University of Pakistan. The objectives of the study were :1) to investigate the Pedagogical and Assessment Practices of Allama Iqbal Open University and Virtual University of Pakistan for the students of Bachelor and Masters level,ii) to compare the Pedagogical and Assessment Practices of Allama Iqbal Open University and Virtual University of Pakistan for the students of Bachelor and Master level; iii) to investigate the strengths and weaknesses of Pedagogical and Assessment Practices of Allama Iqbal Open University and Virtual University of Pakistan for the students of Bachelors and Master level;iv) and to suggest measures for the improvement of Pedagogical and Assessment Practices of Allama Iqbal Open University and Virtual University of Pakistan. Population of the study was comprised of 3290 students of Allama Iqbal Open University, 1700 students Virtual University of Pakistan,159 Tutors of Allama Iqbal Open University and 36 Virtual University of Pakistan. Convenience sampling technique was used to collect the data from the respondents, 50 students of each program of AIOU and 25 students of each program of VU were included in the sample on the basis of convenience sampling technique. Questionnaires and Interviews were used as instruments of the study. Survey study method was used for data collection; mean was used to analyze the data. Findings of the study indicate that there was various pedagogical and assessment practices used for teaching in both distance universities, such as correspondence or self learning material, which included textbook, supplementary study material, study guide, Compact Discs and Digital Videos Discs of the lesson. Lecture through media, television, radio network and multimedia approach were also used in both universities,Face to face teaching in tutorial classes were used only in Allama Iqbal Open University. Group training workshop and group assignments were not arranged in Virtual University of Pakistan. Online teaching was used only in Virtual University of Pakistan. Virtual learning environmental system which included; client server architecture, software package, learning management system and Graded Discussion Boards were used only in Virtual University of Pakistan.

<b>10.</b>	<b>21-SS\Phd\Edu-03</b>	<b>ARIFA AWAIS</b>
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## **PLANNING ELEMENTARY TEACHING EDUCATION IN PUNJAB FOR THE PERIOD UP TO 2015-PROJECTED TEACHER DEMAND**

### **ABSTRACT**

The study was designed to analyze the demographic and enrolment data regarding elementary education in Punjab and to project demand of elementary teachers in Punjab up to the year 2015. The study aimed at estimating the year wise demand of school teachers for classes I to VIII for efficient planning of elementary teacher education in Punjab for the year 2015. For this purpose, projected population data were obtained from National Institute of Population Studies Islamabad for the period up to 2015 and five year population age groups were split into year wise age group. In this way probable age groups of classes I to VIII for each of the year 2006 to 2015 were obtained. The education statistics on elementary education were obtained from the Bureau of Education Punjab and Academy of Education Planning and Management Islamabad in order to observe the past trend of the statistics and make decisions for projecting future demand of elementary teachers in Punjab. The education policies were also studied to set the targets for projecting future requirements both in the enrolments for classes I to VIII and projecting demand of elementary teachers up to 2015. The target of bringing 100% of 05 year old children to class I by 2015 was set. Similarly year wise pupil teacher ratios of primary and middle classes in Punjab during the year up to 2006 were calculated and, on the basis of this analysis, pupil teacher ratios of 40:1 and 25:1 for primary and middle classes respectively were decided to be used during the projection period. It was found that the year wise demand for additional teachers for classes I to VIII was 17518 in 2009 and 25814 in 2014. It was recommended to manage the supply of elementary teachers accordingly and to manage quality teacher training by matching the demand and supply of teachers in the years to come.

11.	22-SS\Phd\Edu-03	AMINA SAFDAR
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## **EFFECTIVENESS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN MATHEMATICS AT SECONDARY LEVEL**

### **ABSTRACT**

The purpose of this study was to determine the effectiveness of Information and Communication Technology (ICT) compared to the traditional method of teaching in the subject of mathematics at secondary level in Pakistan. It was an experimental study of six weeks duration, and “post-test equivalent group design” was used for the statistical analysis of the research at 0.05 levels of significance. To conduct the research, the population considered was all male and female students studying mathematics at secondary level from six hundred and thirty seven schools affiliated with the Federal board of Intermediate and Secondary Education (FBI&SE). Three schools having co-education, computer laboratories with adequate faculties of networking and affiliated with FBI#SE at SSC level were randomly selected at the sample schools from public, garrison, and private sectors. A sample of sixty students, having equal number of male and female students studying mathematics in class IX, was selected from every sample school. The total number of sample students was one hundred and eighty. Students of every sample school were divided into equal groups, i.e, experimental group and control group. Both the groups were equated on the basis of their scores by pair random sampling from the previous examination of class VIII in the subject of mathematics. Every group contained thirty students, which further divided into equal numbers of male and female students, which further divided into equal numbers of male and female students. The students of experimental group exposed to the teaching through ICT, whereas the students of control group were taught through traditional method of teaching in the subject of mathematics. The effectiveness of ICT in mathematics at secondary level against traditional method of teaching was measured through five objectives: (1) To determine the effectiveness of Information and Communication Technology (ICT) in the academic achievement of the students (ii) To investigate the effect of ICT in the academic achievement of male and female students.(iii) To examine the effect of ICT in the academic achievement of low achievers (iv) To find out the effect of ICT in the academic achievement of high achievers.(v) To compare the effect of ICT students of public, private and garrison sectors. The units taught to both the groups were Sets, Algebraic Expressions, and Logarithms, chosen from the prescribed syllabi for class IX by FBI&SE. In order to achieve the objectives of the study, nineteen null hypotheses were formulated and tested. For statistical analysis, t-test and Analysis of Variance (ANOVA) were applied. While compiling the results of students on post-test for individual school/sectors, implementation of ICT was found effective as compared to traditional method of teaching for females students and for average ability students in mathematics at secondary level. For slow learners it was found effective for the students as a whole and for the students of public sector but least effective for the students of garrison and private sectors against traditional method of teaching, in mathematics in contrast to traditional method of teaching at secondary level. For the high ability students, ICT as a teaching strategy was least effective against traditional method of teaching in overall and in individual cases as

well. Effectiveness of ICT in the comparison of sectors was more for private sector as compared to garrison sector and least for public sector in mathematic at secondary level. On the basis of the findings of this study ,various recommendations were made:(i) ICT might be introduced as a separate discipline in the curriculum of Pakistan from the primary level.(ii) For students to become more familiar with the use of ICT ,the libraries in the educational institutions might be converted to online libraries.(iii) To educate students in the field of technology ,the vital role of teachers might become more effective by giving them in-service and before-service training for using technology.



12.	23-SS\Phd\Edu-03	TEHSEEN AKHTAR
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**ANALYSIS OF DISCREPANCIES BETWEEN SKILLS ACQUIRED  
DURING TEACHER TRAINING PROGRAMMES (B.ED & M.ED) AND  
SKILLS REQUIRED IN ACTUAL CLASS ROOM. *PHD* THESIS,  
INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD.**

**ABSTRACT**

This research has been designed to cover the following objectives (1) To find out the perceptions of teachers, head of schools and teacher trainers about essential classroom skills acquired by the trainee teachers.(2)To identify the essential classroom skills being stressed during the teacher training program.(3)To determine if there are discrepancies between skills being developed during the teacher training program and skills actually being used in the classroom.(4) To identify the problems in acquiring and implementing the essential classroom skills by the trainees teachers.(5) To determine if there are discrepancies between the perceptions of heads, teachers, teacher trainers and researcher's classroom observations. Technique of multistage sampling was used. At first two Provinces Punjab and K.P.K was chosen. Then five Districts were randomly chosen from the two provinces. Ten percent Govt. Secondary Schools and ten percent heads of Govt. Secondary Schools were chosen from each District. Two hundred and fifty teachers were selected as sample of convenience. Ten percent teachers were chosen from the sampled teachers for classroom observation so hundred teachers were selected for this purpose. An equal number of teacher trainers were taken from each District. Three questionnaires were designed to get the responses of the teachers, heads, and teacher trainers about the skills acquired during the teacher training program B.Ed & M.Ed and skills required in actual classroom. A checklist was constructed to carry out classroom observation of the teachers teaching in the classroom and to see the difference of skills required and skills acquired. Data collected through research instruments was analyzed by using mean score, t-test, ANOVA and Tukey test. It was concluded that majority of the teachers prepared the lesson objectives before going to their classes. Majority of the teachers lacked the skill of identifying misbehaviors. The teachers were trained in the traditional methods. The teacher training programs were heavily loaded with theoretical information and the teachers were unable to use modern methodologies. It was recommended that the teacher training institutions be equipped with the latest technologies to equip the teachers with latest techniques and teaching methodologies. The teachers may be provided appropriate training in the area of classroom management and evaluation.

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**CORRELATION OF EMOTIONAL INTELLIGENCE WITH  
DEMOGRAPHIC CHARACTERISTICS, ACADEMIC ACHIEVEMENT  
AND CULTURAL ADJUSTMENT OF THE STUDENTS OF IIUI**

**ABSTRACT**

This research was designed to examine the relationship of emotional intelligence with demographic characteristics, academic achievement and cultural adjustment of the university students. The study posits that emotional intelligence is a significant predictor of academic achievement as well as cultural adjustment and that demographic characteristics play a mediating role in these relationships. Cultural adjustment was also considered a significant predictor of academic achievement of sojourner students that can mediate the impact of emotional intelligence on academic achievement. Emotional intelligence was also considered to be a mediating factor in the relationship of cultural adjustment and academic achievement. The participants of the study were 615 students studying in International Islamic University Islamabad. BarOn EQi was used to measure emotional intelligence and Cultural Adjustment Scale was used to measure adjustment level of the students. Academic achievement was taken in terms of students' CGPA after completing the first semester in the university. Data was collected during Fall 2008 when the participants were enrolled in their first semester in the university. SPSS 12 was used for data analysis and various statistical measures including correlation, regression, ANOVA and *t*-test, were applied to make inference from the observed data. The results of the study supported the proposed hypotheses and revealed significant relationships among the major variables of the study. Emotional intelligence was found to be a significant predictor of academic achievement as well as cultural adjustment, and cultural adjustment was found to be a significant predictor of academic achievement. The mediating role of some demographic characteristics was also confirmed. In the light of the findings of the study, it was concluded that both emotional intelligence and cultural adjustment are important factors that can affect the academic achievement of university students. Some implications for education include training of university students in emotional skills in order to prepare them better for practical life and providing international students the opportunities to interact with the host community so that they can better understand the new cultural and social environment.

