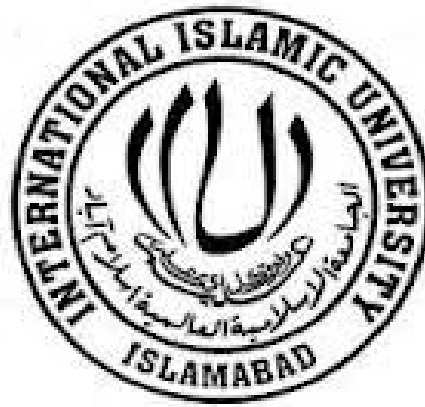


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AN ASSESSMENT OF ENVIRONMENTAL EDUCATION LITERACY: A STUDY OF PROSPECTIVE TEACHERS

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Abstract

For the people all over the world, alarming issues are related to environment. The community can deal with environmental challenges and issues if the people are environmentally literate. Current study examines environmental literacy and its relationship with other variables including participation, awareness and knowledge. The objectives of the study were to: i) investigate the prospective teachers' environmental literacy level. ii) explore the prospective teachers' awareness, participation and knowledge about environment. iii) compare male and female prospective teachers' environmental literacy level. All the B.S Ed students studying at federal college of education were population of the study and simple random sampling technique was used for the selection of sample. The data were collected from B.SEd students and were analyzed through independent variable which was gender and dependent variable including three environmental literacy components those are knowledge, awareness and participation. The environmental literacy and the effect of environmental participation, awareness and knowledge on environmental literacy was analyzed through percentage, means score and t-test. The study concluded that for environmental literacy both the male and female prospective teachers have same attitude. Moreover, there is need to increase the environmental literacy generation as the environmental problems are increasing along with industrialization. In the light of current study it is recommended that training programs at different levels may be devised in order to improve environmental literacy.

Keywords: Educational Literacy, Environmental Literacy, Awareness, Assessment, Progressive Teacher

1. Introduction

As compared to ancient times human actions have changed the world's eco-system in last 50 years. This transformation has brought unchangeable loss in life of people living on earth (Millennium Ecosystem Assessment, 2005). Human damages could be observed due to environmental population, deforestation, acid rains and global warming. These damages have been highlighted by general community as well as by scientists (Disinger & Roth, 1992).

Through responsible citizenship, avoidance of human destruction could be understood. The awareness regarding environmental issues can be enlarged through improvement in the approaches and information in this process. While on the other

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side it can be seen that as compared to earlier time nowadays the global environment and natural reserves are in worse quality. So, it has become need of the time to improve the environmental literacy in the community and incorporate the environmental education in 21st century. Through this way the resolution of environmental problem could be done (Hungerford & Volk, 1990). Because of the above mentioned issues this study was conducted in order to observe the environmental literacy of prospective teachers.

1.1. Statement of the Problem

Teachers play significant role for educational efficacy and environmental education. So, the preparation of environment education in teacher training programs is necessary for harmonious development. The current study was conducted in order to assess the literacy of environment in prospective teachers of B.SEd program as biology, physics and chemistry is the major subjects of their curriculum. These prospective teachers are supposed to teach at secondary level. The current study also explored the effect of gender on environmental literacy.

1.2. Objectives of the Study

The objectives of this study were to:

1. Assess the environmental literacy level of prospective teachers at federal level.
2. Find out the prospective teacher's knowledge on the environment.
3. Explore prospective teacher's awareness on the environment.
4. Find out prospective teacher's participation on the environment.
5. Compare the environmental literacy of male and female prospective teachers.

1.3. Significance of the Study

Teachers are source through which students get knowledge regarding changes of the society and existing system of education. So, it is right to say that the training of prospective teachers is significant in order to spread environment literacy. The finding of the study will be helpful for curriculum developers in the way that they could add the knowledge about environment literacy. This study will be helpful for program development and education planners to take appropriate actions.

2. Literature Review

2.1. Environmental Education

The awareness regarding environmental education develops the skills in people. There is requirement to give environment education so for this purpose researchers

found the way out for this through education which helps in sustaining the resolution regarding environment (Hungerford & Volk, 1990). Environment citizenship was proposed for the purpose of removing crises prevailing in the environment (Hungerford & Peyton 1976, Hungerford, Volk & Ramsey, 1989).

2.2. Environmental Literacy

Michaels & O'Connor (1990) highlighted the term literacy which has broadened to the range of literature literacy, environment literacy, etc after environment citizenship. In their research the researchers have highlighted literacy of environment as a solution of environmental issues. While, Stables & Bishop (2001) discussed it as an unclear term and extra attention should be given to it to make it different from reading environment just from the text.

2.3. Concept of Environmental Awareness

The awareness regarding environment is mostly taken as wider in scope. Many theorists have tried to develop the definition of environmental awareness but still there is no proper definition has been presented. Most of the given definitions include environmental attitude, knowledge and action (Pinquart & Silbereisen, 2007).

2.4. Environmental Knowledge

There are two aspects of environmental knowledge first getting knowledge regarding natural world, surrounding and their association with ecological matters and issues. Second is related to take any action in an environment in friendly manner (Grunenberg & Kuckartz, 2003). The knowledge described in environmental literacy was a wide range of knowledge including environmental related issues (Roper, 2005).

2.5. Environmental Attitudes

It was defined as a factual knowledge and motivation through emotional concern that results in the tendency to act (Stables & Bishop, 2001). While, in contrary to this it was defined as the environmental attitude of people which do not necessarily reflects their environmental behavior (Goldman, Yavetz & Peer, 2007).

2.6. Environmental Behavior

Another component prescribed by theorists was environmental behavior. Roth (1992) stated that the environmental literacy of individual should be visible through their actions. Goldman, Yavetz & Peer (2007) used the phrase mentioned by Roth as a synonym for environmental literacy.

Following figure was proposed in a model by Hungerford and Volk (1990):

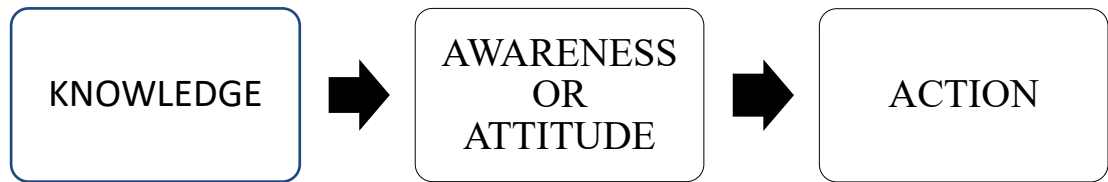


Figure 1: Model of Knowledge Attitude & Behavior by Hungerford & Volk

A study was conducted by Ramsey & Rickson (1977) which resulted in positive correlation between knowledge, attitude and behavior. While Cullen (2001) conducted research and criticized that if this was considered as a model then inclination has done since past 30 years which was growing era for environmental awareness and knowledge.

2.7. Environmental Concern

Yilmaz, Boone & Andersen (2004) examined the environmental concern of elementary students of public sector school which was found to have direct connection with behavior. A Study conducted for finding out the environmental literacy of prospective teachers, knowledge of environment and adaptation of behavior are correlated (Tuncer, Tekkaya, Sungur, Cakiroglu & Ertepinar, 2009).

2.8. Related Researches

In the community or at work place the position of women and men is diverse. They are expected to have different concern as far as the protection of environment is concerned. A number of researches have been conducted in order to examine the differences of environmental literacy. The findings of the studies have shown that females have more environmental literacy as compared to males (Hunter, Hatch & Johnson, 2004; Hsu, 1997; Yilmaz, Boone, & Anderson, 2004; Tuncer, Tekkaya & Sungur, 2009). It was concluded that although females have more environmental literacy but they are not much active in positive participation in environmental issues (Tindall, Davies & Auboules, 2003). While in another study conducted by Ozden (2008) the results of the study indicated that no gender differences exists in people living in Spain and Germany. It was also concluded that pre-service teachers enrolled in teaching program at elementary level have taken science and environment courses due to their awareness about environmental literacy.

It was concluded that the students enrolled in environmental subjects including sciences, agriculture and geography have more environmental literacy than those enrolled in non-environmental subjects such as social sciences and literature (Goldman,

Yavetz & Pe'er, 2006). Same findings were got from research conducted by Goldman, Yavetz & Pe'er (2007) regarding prospective teachers.

3. Research Methodology

The current study was descriptive and comparative in nature. A comparison of gender with environment literacy of prospective teachers was done.

3.1. Population & Sample

From the population sample was selected through simple random sampling technique. Moreover, 48 male and 53 female prospective teachers were selected as a sample.

3.2. Instrumentation

Self developed questionnaire was validated through expert opinion. Pilot test was done for ensuring the total reliability of the instrument which was 0.83. The instrument was then used for the collection of data, which was based upon the variable of the study. And following table of specification was made for the study.

Table 1. Table of Specification

	Knowledge	Comprehension	No. of statements
1.Physics	3	3	6
2.Chemistry	6	4	10
3.Biology	6	5	11
	15	12	27

The questionnaire was based on five-point Likert scale. In the questionnaire firstly demographic variables were asked rest of the portion was based upon three variables of the environmental literacy including 5 items of awareness, 27 items of knowledge which was about current environmental issue and 17 items were regarding participation of respondents in environmental issues.

4. Collection & Analysis of Data

The data were collected through personal visits of the target college. For the analysis of the data mean, standard deviation and t-test was applied in order to examine the environmental literacy and the effect of gender on the variable of environmental literacy. Following data were collected:

Demographic Status

Table 2. Demographic status of the respondents

Variables	Range/ Categories	Frequency	Percentage
Age group	20-25	95	94
	26-30	6	6
	31+	0	0
Gender	Male	48	48
	Female	53	52
Disciplinary	Physics, Chemistry, Biology	47	47
Majors	Biology, Zoology, Physics	54	53

There were 94% of the respondents from 20-25 age group and 6% of the respondents were from 26-30 age. 52% of the total sample was female while 48% were males and 47% were having physics, biology and chemistry as major discipline whereas 53% were having biology, physics and zoology as their major.

Environmental Knowledge

Table 3. Environmental Knowledge of prospective teachers

No. of items	Correct answers	Score %	Per score %	Score adequacy
5	24 and above	80–100%	12	Adequate
	20 -23	60-79%	26	Adequate
	Below 17	59% or fewer	62	Inadequate

Above mentioned table reflected the acceptable or unacceptable scores for corrected and uncorrected responses respectively. It was found that 38% of the respondents had scored adequate while 62% scored inadequately. So, insufficient awareness of respondents has been calculated.

Descriptive mean score of prospective teachers

Table 4. Environmental awareness & Environmental participation

Variables	Number of items	N
EAS	27	101
EP	17	101

Different statements were asked regarding environmental awareness and environmental participation. It was found that majority of the respondents have good environmental awareness as compared through the findings of the study it was found that the participation of the respondents belonging to any age or gender was at average.

Effect of Gender on Environmental Education Literacy

Table 5. Comparison on Environmental Knowledge

Gender	N	Mean	SD	Df	t-value	Sig.
Male	48	16	4	60	3.16	2.174
Female	53	18	6			

Significance level= 0.05

Table shows that mean score of female prospective teachers is 18 and of male prospective teachers is 16. The t-value is 3.16. The significance is 2.174. This indicates that female possess better environmental knowledge than male respondents.

Table 6. Comparison on Environmental awareness

Gender	N	Mean	SD	Df	t-value	Sig.
Male	48	18	3	84	1.13	0.258
Female	53	17	3			

Significance level= 0.05

Table indicates that mean score of male prospective teachers is 18 and of female prospective teachers is 17. The t-value is 1.13. This reveals that there is no significant difference between male and female about environmental awareness.

Table 7. Comparison on Environmental participation

Gender	N	Mean	SD	Df	t-value	Sig.
Male	48	61	61	84	0.347	0.730
Female	53	59	59			

Significance level= 0.05

Table shows that mean score of male respondents is 61 and of female prospective teachers is 59 and t-value is 0.347. This indicates that there is no significant difference between male and female about environmental participation.

5. Discussion and Conclusion

Through the current study the researchers tried to find out the environmental literacy of prospective teachers including: awareness, knowledge and environmental

participation. Current study was a comparative study in order to find out the gender differences regarding the three variables/components of environmental literacy. The results of the current study showed that prospective teachers have insufficient knowledge regarding earth work including biological diversity and ecosystem. Same results were found in the study conducted by Zelezny, Chua and Aldrich (2000) that the environmental knowledge of prospective teachers is not enough. Result of another study conducted by Berberoglu and Tosunoglu (1995) showed that the students studying at university level do not have much awareness related to environment. One of the major reasons of prospective teachers' low grades may be due to lack of courses in their program regarding environmental knowledge while in some issues regarding environment students had great knowledge. The attitude of prospective teachers was positive one and had good concern of knowledge of some areas including air, water pollution and desertification. They also expressed their positive feeling regarding the environmental problems in their lives including the issues of drinking of quality water, air pollution etc. Vlaardingerbroek and Taylor (2007) found that prospective teachers were much concerned about environmental issues and were well aware about the significance of relationship between human beings with the environment.

The current study depicted that that most of the female prospective teachers were having better environmental knowledge as compared to males. Moreover, both the genders have same awareness of environment and both have same participation in the environment. Same findings were concluded by MacDonald and Hara's study (1994) revealed that the environmental literacy of both the gender is insufficient. Both the genders have equal participation and environmental concern, while females have better environmental knowledge as compared to males.

6. Recommendations

Through the current study following recommendations can be made:

1. The environmental participations were found to be weak so appropriate teaching technique; field trips for prospective teachers may be arranged.
2. Prospective teachers can develop the environmental awareness in the next generation so; seminars or problem solving skills may be arranged for prospective teachers.

3. Campus activities were found to be less so for the promotion of environmental knowledge campus activities may be promoted for instance recycle centre may be initiated for this purpose.

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MAINTENANCE OF STUDENTS' CODE OF CONDUCT IN DEVELOPING SCHOOL DISCIPLINE

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Abstract

This study was conducted to investigate the students' conduct in developing school discipline at secondary school level. In this research paper, an attempt has been made to investigate the students' conduct as perceived by the principals and class teacher, to compare the views of teacher's position and experience regarding students' conduct and to explore strategies for developing positive conduct amongst the students for secondary school discipline. A descriptive research design was adopted for the study. All the principals of boys' secondary schools and their teachers of secondary classes (9th & 10th) of District Swabi, Khyber Pakhtunkhwa were the population of the study. Simple random Sampling technique was used for the selection of respondents. From 75 boys secondary schools, 22 principals and 39 teachers having experience more than 10 years responded to a self-developed questionnaire. Data were analyzed through frequency distribution, percentage, mean, standard deviation and t-test. Students' conduct in schools and with their teachers was found below average and a significant difference exists between perceptions of school principals and teachers. Respondents with different experiences have similar views regarding students' code of conduct. A proper code of conduct may be developed and displayed for developing school discipline and teacher should prove himself as a role model for students and psychological techniques should be used.

Keywords: Classroom behavior, School discipline, Students' code of conduct

1. Introduction

According to the new ideologies of education, teaching and education is learner centered. The message is clear in respect that the whole education teaching and learning process evolves round the learner. The responsibilities of an educator became limited in the sense that his every effort should be to change the students' behavior about the learning process. Apart from the role of a quality educator there are other factors which affect the learning environment. These factors are textbook quality, medium of instruction, education quality, school facilities, stimulation, corporal punishment and involvements of parents (Almani, 2007). The practicing area for all of the above factors is school which provides facilitation to apply them practically. If the school environment

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will be in control and disciplined, the whole process will get through smoothly. As it is stated in Students' Code of Conduct of Orange County Public Schools (2013-2014) that this is the school authority to discipline the students for all those behaviors and acts which are near or correlated to the school. In the sense of discipline, conduct is behavior which can be bad or good. Conduct can be defined as those behaviors which an individual behaves, particularly in a particular place or situation (Oxford Dictionaries Language matters, 2014).

Sometimes kids demonstrate demanding behaviors. When they do not do their homework assigned by their teachers, talking in the class, keep walking around the room, leave the classroom without permission, fight and hit others, spit in the class, throw other learner's objects, hurt others or themselves, then it is said that the student misbehaved (Michigan, Department of Education, 2014). According to Delta School District 37 Administrative Procedures Manual (2013) that it is expected from students that they will adopt acceptable behavior in order to run the school learning activities effectively and avoid the unacceptable which disrupt the learning environment. Students will be held accountable for their behavior if they are disruptive in the school discipline.

The word "Discipline" is always misunderstood and is being taken in negative sense over the last several years, in education in particular. It can be heard from many of them thinking of punishment but in real sense it is not like that. The word "Discipline" is defined by Webster's 1913 dictionary as both verb and noun to form someone's habits of obedience or to control someone's actions to be systematic (verb) while as noun it is defined as to deal a disciple or learner suitably in order of education by instruction, practice, exercise and training whether it is physically, mentally or morally (webster' 1913 dictionary, 2014). So it means that discipline is not punishment rather it is training and act in order. Thus it gives a clear message that school discipline is for the improvement of students' conduct because discipline is for removal of bad behaviors and substituting the good one (Jackson Public Schools, 2013).

1.1. Objectives of the Study

Main objectives of this research study included;

1. To investigate the students' conduct as perceived by the principals and class teacher.
2. To find out differences; position and experience wise of respondents regarding students' conduct.

3. To explore strategies for developing positive conduct amongst the students for secondary school discipline.

2. Review of Literature

Research reveals that school discipline paves the way towards the achievement of educational goals. Educational goals consist of students' academic learning, moral and behavioral development. University of Texas at Dallas states in a revise policy (2014) that a student is liable to discipline for his misconduct, prohibited by the university no matter, where ever it occurs on or off campus. The key to success to ensure effective corporate governance is having a code for the concerns. More precisely, code of conduct further strengthens the control over the environment of an organization. As it is stated in an approved "Code of Conduct for Student" by the Department of Education, Republic of South Africa (2008) Act" that the aim of Code of Conduct is to spell out the rules and regulations which concern with the learner's behavior at the School. It further illustrates that the disciplinary system to be put into operation by the school concerning disobedience by learners.

Class discipline is the key to manage a classroom. It is not only provides an environment for learning, facilitates the physical space for students, furniture, wherewithal and stuff, but also provides the environment where learners' attitudes and sentiments, and what the society expects of the learning experiences are developed.

Since discipline develops positive behaviors while removes the negative. It reflects the sound that there is no concept that school discipline will be punitive rather it need to constructive. Positive discipline is one which brings the durable change in positive behavior because forcibly applied discipline becomes destructive instead of instructive. As described by Nawaz (2011) that any kind of punishment is always been found as a mercenary in promoting smooth running of activities at school.

Since students know that nothing is happened if they won't go to school, absenteeism, poor academic results and other disciplinary issues raised up. Due to current trend about avoiding corporal punishment lot of disciplinary issues are being faced by teachers inside the class and as well as in the school. It is stated in the The Global Initiative to End All Corporal Punishment of Children (2013) "Right to Free and Compulsory Education Act 2012" which has been passed in Islamabad Capital Territory, and has provided for the right to education for children aged 5-16 and corporal punishment has been prohibited in government schools for children of the said age which

was later on expanded in all provinces of Pakistan. But no alternate choice has been given that how to develop students' positive conduct in order to maintain the school discipline as it has been done in all educationally advanced countries like U.S, U.K, South Africa and Australia etc.

Not only responsibilities of the parents, the students and the school are tackled out by Students' Code of Conduct but also spells out areas connected to; responsibilities and right of learners; ground for disciplinary application and, process to be followed for acts requiring disciplinary action (The School Board of St. Lucie County, 2013).

Hence maintenance of code of conduct for students is the key element in developing progressive discipline of school. Discipline is progressive in the sense that it let students to learn their behavior which they have misbehaved. It does not believe on punishment rather it seeks for the accountability and behavioral change. Here students learn from their own behavior. Discipline becomes progressive when disciplinary actions are applied in a specific process without punishment. In progressive discipline, action is taken in a systematic way from less serious to more serious misconduct to be happened (Government of Montana, 2008). Hyman and Perone (1998) commented that victimization of students by teachers, administrators and other school staff, more often in the name of discipline; it is rarely recognized for their potential to contribute misbehavior, student alienation, and aggression.

3. Research Methodology

3.1. Research Design

The present research was descriptive in nature and a survey was conducted to explore the perceptions of secondary school principals and their teachers about conduct of students.

3.2. Population and Sample

The population of the study was secondary Schools of Distt: Swabi Khyber Pakhtunkhwa, province of Pakistan. Out of 75 high school teachers' 38 class teachers whose teaching experience was not less than 10 years were selected through simple random sampling technique.

3.3. Data Collection and Analysis

A self-designed questionnaire was distributed personally amongst the principals and teachers. Frequency distribution, percentage, Mean, Standard Deviation, t-test, were used as statistical tools to analyze the collected data.

4. Results

Table 1. Students' Conduct as perceived by the principals and class teachers

	N	Mean	Std. Deviation
Students conduct in schools	61	2.4	14.47109
Students conduct in class	61	3.1	15.18599
Students conduct with teachers	61	2.3	7.02812

The average mean (2.5-3.5) has been found out from table 1 of students' conduct according to the perception of the principals and class teachers in the class. Table1 describes the students conduct in school and with teachers (M; 2.4, S.D; 14.47) and (M; 2.3, SD; 7.02) respectively and hence is below average. Which shows that students conduct in school and with teachers need intensive care and need to be developed through applying some strategies.

Table 2. Comparative views of teachers and principals about students' conduct

S.No	Category	Position	N	Mean	S.D	t	df	Sig
1	Students' conduct in School	Principals	22	34.3182	14.91	.846	59	.980
		Teachers	39	37.5897	14.27			
2	Students' conduct in class	Principals	22	53.8182	22.40	2.034	59	.000
		Teachers	39	61.8462	7.92			
3	Students' conduct with teachers	Principals	22	16.1364	9.30	1.485	59	.003
		Teachers	39	13.0256	5.15			

Table .2 shows comparative views of teachers and principals about students' conduct. Since $p = 0.980 > \alpha = 0.05$, reveals that there is insignificant differences in the views of teachers and principals about Students' conduct in School while $p = 0.000 < \alpha = 0.05$ and $p = 0.003 < \alpha = 0.05$ exhibit differences significant differences in the opinions of principals and teachers regarding Students' conduct in class and Students' conduct with teachers respectively.

Table 3. Comparative views of respondent's experience regarding students' conduct

		Sum of Squares	df	Mean Square	F	Sig.
Students conduct in schools	Between Groups	697.905	3	232.635	1.1	.35
	Within Groups	11866.849	57	208.190	17	0
	Total	12564.754	60			
Students conduct in class	Between Groups	85.436	3	28.479	.11	.94
	Within Groups	13751.416	57	241.253	8	9
	Total	13836.852	60			
Students conduct with teachers	Between Groups	64.311	3	21.437	.42	.73
	Within Groups	2899.362	57	50.866	1	8
	Total	2963.672	60			

Table 3 shows that $F(3, 57) = 1.117$ since $p = 0.35 > \alpha = 0.05$, $F(3, 57) = 0.118$ since $p = 0.94 > \alpha = 0.05$, and $F(3, 57) = 0.421$ since $p = 0.73 > \alpha = 0.05$, reveals that respondent with different experiences have similar views regarding Students' conduct in schools, Students' conduct in class and Students' conduct with teachers respectively in secondary school's discipline.

Table 4. Suggestions about students' conduct to maintain discipline

S. No	Suggestions	F	Percent
1	Teacher should be a role model himself	7	11.47
2	A disciplinary committee should be established	11	18.03
3	Award and reward system should be established	20	32.78
4	Code of conduct for students should developed	31	50.81
5	Psychological techniques(Counseling, Report to Parents, Corporal Punishment) should be applied	47	77.04
6	Marks of discipline should be placed in examination grading	7	11.47
7	Ethical education should be given	31	50.81
8	Provision of all possible facilities by school in teaching and learning	9	14.75

9	Keeping students busy in creative and learning activities	7	11.47
10	Environment of trust between students and teachers	12	19.67
11	Avoid nepotism (personal like and dislike)	15	24.59
12	Disciplinary class for students should be arranged once a week.	19	31.14

The table No. 4 describes that;

- i. 77% principals and teachers of the selected population agree to apply psychological techniques to reform the students conduct.
- ii. While ethical education is thought to be effective by 50% of the respondents.
- iii. 50.81% suggests that code of conduct for students need to be developed.
- iv. 11.47% gave their views about teachers' to be role model, marks discipline should be specified in certificate awarding and keeping students busy in creative and learning activities.

5. Discussion

The students' conduct has an impact on school discipline and teachers' teaching achievements. Importance of students' behavior, inside and outside of class room, cannot be ignored as it affects the overall discipline academically and administratively. Students' class room behavior is important not only for his own academic achievements but also develops confidence in teachers' teaching rather it also affects teachers' personal life. The study found that students' conduct in school and with teachers is below average i.e. the students are not behaving well in the school with peers, other students and teachers. As it is stated in House of Common Education Committee (2011) that the impact on staff, of those pupils, who experience challenging classroom conduct, is enormous. Effects have been cited including constant stress, depression, voice loss, loss of confidence, sickness from teaching resulting in time off work negative impact on home/family life. Poor behavior of students is essential factor in discouraging for entering the teaching profession and has impact upon serving teachers.

Furthermore, many research studies revealed that good conduct of learners is essential for their academic performance while disruptive and bad behavior of students in the class room is caused to reduce their ability to concentration and absorb the information. It was found that students' conduct in class school and with teacher is vital to maintain discipline in class and school. It has been reviewed and validated about twenty three year old statement of the Secretary of State for Education and Science Commission Lord Elton who expressed his concern about some pupils' behavior in

certain schools that without good orders it is not possible that education will takes place (House of commons Education Committee, 2011).

Although corporal punishment is condemned by majority of the respondents but still it is administered as there is no alternate remedies to resolve the issues. Corporal punishment is still in use in many countries of the world. About 88 countries has legal status and 109 has banned the corporal punishment (Pterson, 2013-14). The study also found the need for formulating some rules and regulations which abide the students to respect the class and school discipline. The principals and teachers views give an idea that only verbal and oral advice is not enough to bring the durable stability in school discipline. There is need of written agreement between the students and schools which can be in the shape of code of conduct for students to strengthen the demands for character building and to maintain the class management and school discipline. Because school code of behavior reflects processes for soothing and reconciliatory dealings (Department of Education and Children's Services, 2007).

For each teacher, safe, secure and free of disruption atmosphere required to impart knowledge to his pupils. It is not possible without consistent and proper adoption and implementation of code of students' conduct which enforce students to cooperate with teachers in class during teaching. Code of students conduct abides students to obey the school discipline policy. Code of students conduct contributes in academic achievements, school success and develops such an environment in the school where learners and school employees feel responsibility and respect to each other (Palm Beach County, 2012).

Findings of the research revealed some strategies which can develop positive behavior in students towards their academic achievements, class and school discipline. But psychological techniques (counseling, report to parents/ collaborate with parents, constructive punishment etc), ethical education and developing a code of conduct for students is effective in maintaining progressive discipline at school. The students should be encouraged to use the courteous language to the teachers and colleagues. They may follow the reasonable direction which is given by the code of conduct of the school. Students should avoid challenging behavior which is considered as contempt of the code. It will be intolerable to assault on any of the school staff member. Discrimination, bullying and any kind of harassment towards the staff are equally forbidden. They must not call names, fight and harass other learners, bully, mock about or intentionally harm another student. They must take care of their books and assignments and other related

materials, technology, and encourage a climate where learning is cherished (Detroit Public Schools, 2013).

6. Conclusion

In the light of the above findings it is concluded that class room teachers' perceive that conduct of students is different in class room as compared to conduct in school. However, the views of school principals' were similar both for conduct in classroom and in school. Experienced teachers have also the same opinions as their principals about students' conduct. Furthermore, both principals and their teachers agreed that psychological techniques should be applied to reform students' conduct by focusing on ethical education and allocation of certain marks to discipline.

7. Recommendations

The principals and the most experienced class teachers recommended maintaining discipline in class and schooling that;

- i. Effort may be made to use psychological techniques i.e. Counseling, Report to Parents, Corporal Punishment in order to develop positive behavior in students towards their teachers, class and school discipline.
- ii. A proper code of conduct for students may be developed and displayed on notice board for developing school discipline.
- iii. Seminar, conference on ethical education need to be arranged for students in and outside the school.
- iv. Proper policies for award and reward system need to be improved and displayed in the school.
- v. Disciplinary classes for students should be arranged at least once a week in the school.
- vi. Staff should avoid nepotism and an environment of trust between the students and teachers may be developed.
- vii. Teacher should prove himself as a role model for students.

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REFLECTIVE PRACTICES OF SECONDARY SCHOOL TEACHERS AND CLASSROOM MANAGEMENT

¹ Dr. Muhammad Zafar Iqbal

Abstract

Classroom management is identified with classroom discipline, paying individual attention to students, adoption of suitable teaching method, use of teaching instruments e.g. selection of audio visual aids and designing interesting activities for students. This paper examines the practices of secondary school teachers to reflect over their classroom management skills. The population of the study comprised of secondary school teachers teaching in the public secondary schools of Rawalpindi. 295 male and female teachers were taken as sample. Data were collected through questionnaire. Descriptive analysis was made to see the tendencies and then variables were computed to run linear regression analysis. Results of the study show that reflection of teachers on their classroom management can improve their classroom management skills. There is a dire need to highlight the importance of reflective practices among secondary school teachers to stop them to rely on traditional methods of teaching.

Keywords: Reflection, Classroom Management, Reflective Practices, Teachers, Professional Development

1. Introduction

Teaching is a complex activity; many aspects are mysterious about it. Since 1987, reflective practices are widely discussed term in the field of teacher education (Kourieos, 2012). Various terms e.g. “reflection” “reflective practice” “reflective teaching” or “reflective practitioner” are often used. Teachers are encouraged to become reflective practitioners to implement their professional knowledge in a realistic way (Bentham, 2004; Tedick, 2005). Teachers are essentially required to learn and demonstrate emerging reflective teaching learning skills for their own professional identity (Levey & Robets, 2005). Day by day the notion of reflective practices is getting popular. Teachers are expected to reflect upon their actions through a variety of ways to improve their classroom management skills and to make their teaching more effective. Reflective practices make it easier for teachers to learn from their own experience and apply newly acquired skills to manage their classes. Acknowledgment of own strengths, weaknesses and skills is starting point to initiate reflection. Teachers are expected to set classroom management norms and rules and display such rules for their students. Reflective teachers inform their students that what is expected from them in the classroom.

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Classroom norms can vary from class to class and teacher to teacher depending upon the culture. Usually reflective teachers display classroom management norms for their students on the display board e.g. starting time, what about latecomers, respect for others point of view, how students can avoid disrespect and self-monitoring rules. Similarly daily routines, tasks and activities that have to be carried out every day e.g. cleaning of the classroom, switching on/off electronic devices, opening and closing windows, collecting and passing out textbooks, notes or other materials should be displayed in the classroom (Plessis, 2002). Effective teachers always display classroom management rules in their classrooms (Kourieos, 2012).

1.1. Objectives of the Study

This study was carried out to achieve the following objectives:

1. To study the teaching practices of secondary school teachers to reflect over their actions to manage their classes.
2. To study the effects of reflective practices on classroom management skills of secondary school teachers.

1.2. Research Questions

This study was guided by the following research questions:

1. Do student teachers reflect over their actions to manage their classes during teaching?
2. To what extent reflective practices contributes to improve the classroom management skills of secondary school teachers?

2. Literature Review

Professional Learning through reflections is a peaceful and lengthy process, which involved active self-evaluation and evaluation of professional practices. Teachers can learn required teaching skills through self-reflection. Reflective practice is a powerful learning strategy, but it demands self-questioning (Greenwood, 1998). Stewart, (2002) says that reflective approach of professional learning fulfills following functions:-

- Reflective learning approach allows professionals to analyze their own experience and facilitates them to learn from experience.
- This approach promotes critical thinking, questioning attitude and leads professionals towards greater autonomy.
- This approach encourages professionals to build competencies by recognizing their weaknesses.

- This approach provides written proof of the learner's progression in thinking, deeper their understanding and enables them to apply new knowledge.
- At higher education level, this approach enables teachers to promote their relationships with students and colleagues (Stewart, 2002).

According to McIntyre & Byrd, (2000) ability of teachers to rethink their teaching experience to analyze the complexity of the embedded actions is called reflection on action. Teachers can make a fair analysis of their teaching experiences by reflecting on their actions (McIntyre & Byrd, 2000). Professional learning through reflective practices depends upon learning agenda of teachers (Raelin, 2002). Teachers may involve senior teachers to explore their experience or to address several issues relating to their teaching practices (Jasper, 2003). As compared to novice teachers, experienced teachers can travel around all the features of their experience alone in a better way. Personal reflection is powerful way to view the experience from a new frame of reference. Exploration of experiences leads teachers to develop new teaching theories (Sotto, 2004). Woolfok, (2004) says that trainee teachers need to reflect over following points whenever they plan a lesson:

How to maintain the class room discipline?

How to motivate the students?

How to deal with individual differences of students?

How to evaluate and assess the students work? and

How to deal with parents? (Woolfok, 2004).

Involvement in reflective practices demands from teachers to actively examine their thoughts and feelings. Teachers can focus on their feelings about the event, instead of merely focusing on the outcomes during teaching learning process. Teachers may initiate reflective practices through structured observations, professional portfolios and by taking well thought-out feedback. Professional learning through reflective programmes may also be launched for the professional development of teachers. Success of all the professional development programmes depends upon the practice of newly acquired skills in practical classroom settings. Reflective teachers know better that to what extent they are applying the research based theories in real class situations.

To a large extent classroom management skills of trainee teachers are influenced by the working conditions and cultural settings at the cooperating school. Classroom management mastery includes learning and gaining command over new duties and roles

as a teacher and developing self-confidence to reach the required level of performance (Feldman, 1981). Numerous researches in the field of classroom management issues and socialization of new teachers (Moon, 2005; Osterman & Kottkamp, 2004; Bound, 2011; Bughio, 2013) have identified a relationship between reflective practices of teachers and their professional development. Several factors are directly related with the classroom management e.g. physical conditions, classroom settings, size of class, number of students, quality and availability of resources and time duration. In Pakistani institutions little attention is paid to provide mentoring and supervision services to teachers. Likewise, classroom settings and day to day training to deal with classroom management problems are not focused areas in faculty development projects. Rather traditional teacher training programmes, comprising absolute training workshops have been emphasized (Tahir & Qadir, 2012). Learning how to teach and working to become an excellent teachers is a lengthy process that requires not only the development of very practical and complex skills under the guidance and supervision of experts, but also the acquisition of specific knowledge and the promotion of certain ethical values and attitudes. Teachers should be competent in knowing what to teach, how to teach, when to teach and why they are teaching (Reimers, 2003).

3. Research Methodology

Study was descriptive in nature. The population of the study comprised of secondary school teachers teaching in public secondary schools of Rawalpindi. Convenient sampling technique was used to select the sample, 150 (50.8%) male and 145 (49.2%) female were selected through convenient sampling technique. Both male and female participants of the study were within reasonably comparable ratio. Among the respondent teachers, 42 (14%) had one year teaching experience, 72 (24%) two years, 108 (37%) three years and 75 (25%) four years teaching experience. Researcher personally developed a questionnaire and visited the selected school to collect the data. Collected data were analyzed by applying descriptive statistics and regression analysis.

4. Results

Statistical results are given below in the table 1:

Table 1. Indicators of involvement of secondary school teachers in reflection

<i>Sr.</i>	<i>Items</i>	<i>SA, Freq. & %age</i>	<i>A, Freq. & %age</i>	<i>N, Freq. & %age</i>	<i>D, Freq. & %age</i>	<i>SD, Freq. & %age</i>
1	I reflect over the learning objectives of my lesson	79 27%	170 58%	38 13%	8 02%	0 0
2	I reflect over the management of available classroom resources to use them in teaching.	70 24%	129 44%	60 20%	31 11%	5 1%
3	I reflect over my confidence level during my lesson	73 25%	150 51%	40 14%	30 9%	2 1%
4	I reflect over the usage of teaching instruments/audio-visual aids e.g. white board, multimedia, projectors, charts etc.	75 25%	50 17%	95 32%	39 13%	36 13%
5	I reflect over the suitability of teaching method during teaching process	92 31%	145 49%	55 19%	4 0.13%	0 0%
6	I reflect over different learning activities during teaching process	90 30%	128 42%	45 13%	32 15%	0 0%
7	I realize that my teaching method is successful	88 30%	150 52%	50 17%	7 01%	0 0%
8	I reflect over successful implementation of my lesson plan	100 35%	140 49%	41 15%	14 01%	0 0%
9	I pay individual attention to my students during lesson	29 10%	70 24%	84 28%	81 27%	31 11%
10	I reflect over my control on my students during class	88 30%	150 52%	50 17%	07 01%	0 0%

Table 2: Involvement of secondary school teacher in reflection and classroom management

<i>Sr.</i>	<i>Items</i>	<i>SA, Freq. & %age</i>	<i>A, Freq. & %age</i>	<i>N, Freq. & %age</i>	<i>D, Freq. & %age</i>	<i>SD, Freq. & %age</i>
1	Reflection helps me to focus on learning objectives	70 23%	179 61%	30 11%	16 05%	0 0
2	Reflection helps me out to manage available classroom resources	64 21%	135 45%	60 20%	31 12%	5 2%
3	Reflection helps me out to feel confident during teaching process	55 19%	168 57%	38 13%	32 10%	2 1%
4	Reflection helps me out to use teaching instruments/audio-visual aids e.g. white board, multimedia, projectors, charts etc.	61 21%	74 25%	100 33%	34 11%	26 9%
5	Reflection helps me to know the suitability of adopted teaching method during teaching process	82 28%	154 52%	55 19%	4 01%	0 0%
6	Taking reflection is helpful to use different learning activities during teaching process	70 23%	148 50%	55 19%	22 8%	0 0%
7	Reflection helps me out to realize that adopted teaching method was successful	81 28%	157 53%	54 18%	3 1%	0 0%
8	Reflection helps me out to successfully implement lesson plan in the classroom	94 32%	146 49%	41 14%	14 5%	0 0%
9	Reflection is helpful to pay individual attention to the students	35 12%	64 22%	81 28%	84 28%	31 10%
10	Taking reflections is helpful to initiate disciplinary measure against students of my class	50 17%	97 33%	95 32%	53 18%	0 0%

All items were composed to apply regression analysis. Table 3 below displays results of regression model summary between reflection and classroom management.

Table 3. Model Summary of Correlation

R	R²	Adjusted R²	Std. Error of Estimate
.540	.289	.287	.28952
Predictors: (Constant), Reflection in Action, Dependent Variable: Classroom Management			

The model summary shows that the correlation coefficient, is .54 ($R^2 = .54$) and the adjusted R^2 is .287, that indicates that nearly 29% of the variance in classroom management can be predicted by reflection in action in classroom management skills of secondary school teachers.

Table 3. Model Summary of Correlation

	Sum of Squares	Mean Square	F	Sig.
Regression	9.333	9.333	117.596	.000 (a)
Residual	25.562	.085		
Total	34.891			
Predictors: (Constant), Reflection over Actions, Dependent Variable: Classroom Management				

This table shows that the overall model is significant, $p = .000$ and that $F = 117.596$. This suggests that the predictor variable of reflection over action significantly predicts the criterion variable of effective classroom management.

Table 4. Correlations: Beta Coefficient

	Standardized Coefficient	t	Sig.
Beta			
(Constant)		19.193	.000
Reflection over actions	.527	10.876	.000
Dependent Variable: Classroom management			

Coefficient table indicates the standardized beta coefficient, which is interpreted similarly to correlation coefficients or factor weights. In this table, it is shown that

reflection over actions is significantly contributing to the prediction, as $p = .000$ and $\beta = .52$.

5. Findings

1. Eighty five percent teachers replied that they reflect over the learning objectives of their lesson, 68% responded that they reflect over available classroom resources and attempt to use such resources in teaching. Similarly, 76% replied that they reflect on the spot about their level of confidence during teaching.
2. Forty two percent teachers replied they reflect over the usage of teaching instruments/audio-visual aids e.g. white board, multimedia, projectors, charts etc. It indicates that majority of teachers not reflect over that they are properly using teaching instruments during teaching. But 80% teachers agreed that they reflect over that they are using suitable teaching method to teach contents and 72% agreed that they reflect over different learning activities taking place during teaching process.
3. Eighty four percent teachers agreed that they have a concern with successful completion of their lesson. Only 34% agreed that they pay individual attention to their students during class. However, 82% replied that they attempt to control their class.
4. Eighty four percent teachers considered that taking reflection was helpful for them to focus on learning objectives, similarly 66% teachers agreed or strongly agreed that taking reflection is helpful to manage available classroom resources. A vast majority 76% teachers considered that taking reflection may helpful for them to develop confidence during teaching process.
5. Only 46% teachers replied that taking reflections help them out to use teaching instruments/audio-visual aids e.g. white board, multimedia, projectors, charts etc. 33% respondents remained neutral and 20% disagreed that taking reflection is helpful to use teaching instruments/audio-visual aids e.g. white board, multimedia, projectors, charts etc. Almost 80% respondents were of the view that reflection helps them out to adopt suitable teaching method during teaching process and to use different learning activities during teaching process. Similarly, they replied that taking reflection facilitate them to realize that adopted teaching method was suitable to teach the selected contents.

6. Eighty one percent teachers thought that reflection is helpful to implement lesson plan successfully, but only 34% teachers replied that involvement in reflection enable teachers to pay individual attention to their students. It indicates that majority of teachers considered that involvement in reflection is not helpful for teachers to pay individual attention to their students. In the same way only 40% teachers replied that taking reflections is helpful to initiate disciplinary measure against their students.
7. Regression summary (value of $R^2 = .287$) shows that almost 29% of the variance in classroom management can be predicted by the involvement of teachers in reflection to manage their class.

6. Conclusions

1. A majority of secondary school teachers reflected over the learning objectives of the lesson, they taught to their students. Similarly, they reflected over available classroom resources and attempted to use available resources in the teaching process. Likewise they reflected over their level of confidence during the process of teaching.
2. Majority of secondary school teachers were not aware about the benefits of proper usage of Audio Visual Aids. Majority of secondary school teachers did not reflect over the suitability of adopted teaching method with the contents of the lesson. Teachers did not reflect over activity based teaching to involve their students in different classroom learning activities. Majority of teachers did not pay full attention to invite the individual attention to their students during the teaching process.
3. A majority of teachers did not pay full attention to control their classes by assigning learning activities. However, they were of the view that taking reflection may help them out to remain focused on students learning objectives. They were of the view that taking reflection may help them out manage available classroom resources and to remain confident during the teaching process.
4. Majority of teachers agreed that taking reflection was helpful for them to adopt suitable teaching method and to plan different learning activities during teaching process. Similarly, they replied that talking reflection facilitate them to realize after the class that adopted teaching method was suitable to teach the selected contents.

5. A majority of secondary school teachers considered that taking reflections may helpful them to implement the lesson plan successfully and deal with discourteous attitude of their students to initiate disciplinary measures against such students.

7. Discussion

Results of many studies revealed that there is a relationship between reflective practices, dealing with classroom management related issues and socialization of novice teachers (Moon, 2005; Osterman & Kottkamp, 2004; Bound, 2011; & Bughio, 2013). Teacher's involvement in reflection and consideration of beliefs, knowledge and thoughts regarding classroom can be done by teachers themselves for various purposes (Brown 2000). Teachers may examine their professional beliefs and practices regarding classroom management through students' feedback, observation, reflective questioning and critical reflections. This paper expose that there is a relationship between reflections of teachers over classroom management practices. Results of the study by (Spiri, 2011) show that process of cultivating self-awareness and determining motives for classroom policies is particularly valuable for those teachers seeking to defuse or avoid volatile or merely disruptive situations in the classroom. Self-reflections lead teachers towards patterned responses in any given classroom situation (Pratt, 2002). Teaching is complex task and teachers need to reflect upon what they have done in the class. This process can be enhanced when they receive informed criticism concerning their work from their colleagues. Reflective practice is likely a formula for effective teaching (Eisner, 2002). Results of present study show that involvement in reflective practices can develop a deeper understanding about own teaching style and suitability of adopted teaching method. A study conducted by Ferraro (2000) and Amoh (2011) reflects that ability of teachers to question and understand their own actions significantly contributed for professional development of teachers. Similarly the results of study in hand shows that involvement of teachers in reflective practices make it easy for teachers to focus on leaning objectives, effectively use available classroom resources, management of class, design various activities for students and successfully implement lesson plan in the class.

8. Recommendations

1. Taking reflections is an art and professional activity. Although reflection can play a substantial role in the professional development of teachers, yet they usually avoid reflecting on their actions. Teachers may initiate reflective practices to make their teaching more effective.

2. Teachers may reflect over the learning objectives of the lesson, available classroom resources and individual differences of their students. It will facilitate them to achieve learning objectives, to use available classroom resources, and cater individual differences of learners. Similarly, teachers may reflect over their level of confidence to keep them confident during the process of teaching.
3. Teachers are required to reflect over the suitability of teaching method and how they can involve their students in different classroom learning activities. Teachers may reflect to deal with discourteous attitude demonstrated by their students during the process of teaching and initiate proper disciplinary actions against such students.

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ROLE OF PAKISTAN STUDIES TEXTBOOK IN PROMOTING PATRIOTISM AT SECONDARY LEVEL

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Abstract

Textbooks are the only available teaching learning material in most schools of Pakistan. More over according to Mahmood (2010), in Pakistan, textbooks are used in the classrooms without knowing their usefulness. Consequently it is needed to evaluate the textbooks which we are using in our classrooms. This study aimed to analyze the role of Pakistan Studies' textbooks at secondary level published by Khyber Pakhtunkhwa Textbook Board Peshawar in promotion of patriotism. The contents of Pakistan Studies' textbooks at secondary level about patriotism were analyzed with the help of a questionnaire. All the 130 Public Sector Higher Secondary Schools & High Schools (77 male and 53 female) and 8531 students (3732 girls and 4799 boys) of 10th class at district Haripur were considered as population of the study. Stratified random sampling technique was used to select 40 public sector high and higher secondary schools of district Haripur. From each school one teacher and ten students were obtained. Data were collected by a questionnaire from teachers and students of 10th class. Questionnaire was developed according to the objectives of the study. Almost nine indicators for patriotism were probed. There were five responses for respondents i.e. agree, strongly agree, undecided, disagree and strongly disagree. Questionnaire was distributed among 40 Pakistan Studies teachers teaching at the schools and 400 students of 10th class. Data collected on the basis of five point-scales were analyzed by using percentage and mean. Results of the study concluded that contents of Pakistan Studies Textbooks promoted patriotism, democratic values, human rights, freedom of thoughts, peace in society, tolerance, national development however the content lacks the contribution of national heroes and sense of responsibility and dutifulness.

Keywords: Pakistan Studies, Patriotism, Secondary Level

1. Introduction

Role of textbook is very important in learning process despite the fact that technological innovations enabled educators to teach in new ways and achieve new goals. For decades textbooks have been used without piloting and formal investigation for knowing their usefulness (Mahmood, 2010 p. 8). In developing countries, textbook is used as major component in the teaching learning process at school. It becomes practical

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manifestation of curriculum. Among many more factors, a textbook requires to meet the objectives of curriculum, students' needs, duration of the course and allocated budget, etc. (Jupri, 1994, p. 1).

Curriculum is a track or course to be followed. In educational context curriculum can be viewed as a course or plan for learning. It is an organized set of educational intentions (Khan, 2012, p. 1). It is a way to achieve the aims of education and determine the work of teacher and student. It enables the teacher to select the appropriate method of teaching.

Curriculum plays an important role in transmitting the values of liberty, equality, justice, respect for dignity of the individual, and group living (Shahid, 2000). Curriculum promotes national integration. Along with spiritual and moral values in life, love for motherland, unity and respect for every faith is also developed (Rashid, 2004).

Khan (2012, p. 3), observed that curriculum provided knowledge about the rights and responsibilities of the people. National curriculum boosts national unity and patriotism (Hashmi, 2014). Curriculum of Pakistan Studies underscores the importance of national integration, cohesion and patriotism. Among others the one of its core objective, the national integration, cohesion and patriotism, is held to be attained through the teaching learning process (Ministry of Education, 2006).

1.1. Research Objectives

Following were the objectives of study.

1. To analyze the contents of Pakistan Studies textbooks about patriotism at secondary level by teachers' perceptions.
2. To analyze the contents of Pakistan Studies textbooks regarding patriotism at secondary level by students' perceptions.

2. Review of Literature

Etymologically the term 'curriculum' comes from the Latin root which means 'race course' where the words 'race' and 'course' are suggestive of the time and the path respectively. The curriculum, therefore, can be seen as the prescribed course of study to be covered in a specific timeframe (Ministry of Education, 2006). Curriculum of social sciences has to serve some purposes. For example to develop a code based on ethical and democratic values, to solve problem faced by the society, to promote international understanding and peace, to promote scientific inquires, to appreciate scientific discoveries for human wellbeing, to develop emotional and social adjustment, to impart

knowledge about family life, to use and hold the skills and habits of critical and constructive thinking (Khan, 2012. p. 2).

Curriculum is of many types such as Bloom (2006) presented three basic types of curriculum i.e. explicit, implicit and null. Explicit curriculum is a type of curriculum that is found in written form and teaching plans. Implicit or hidden curriculum is a type of curriculum which is based on how a particular theory about teaching and learning is put in practice, for instance, the importance or value of a topic is implicitly communicated by tone of voice and time spent. Null curriculum is a form or type of curriculum which is not taught deliberately under the pressure of higher authorities and society or not taught due to teacher's ignorance or lack of ability and knowledge.

Similarly, case mentioned two types of curriculum. First one is specialized contents curriculum and the second one is process curriculum. Specialized contents curriculum includes a body of facts, concepts, and principles necessary in the functioning of some specific economic role while process curriculum develop thinking skills among the students which cannot be developed in natural environment (Khan, 2012, p. 2).

Curriculum contents is considered the starting point while formulating curricula by many educationist and teachers. They believe that intuition is the source of contents selection. But only intuition is not sufficient for constructing curricula. Objectives based on predetermined goals and aims are important to formulate an effective curriculum. Curriculum contents are subject matter of the teaching learning process. It includes the knowledge, skills and values associated with that subject. Contents consisted on knowledge; skills and process, and values. Knowledge included truth, clarification, main beliefs and classification. Skills and process consisted of reading, writing, calculating, dancing, critical thinking, decision making, communicating. Values are the beliefs about something whether it is good or bad, right or wrong, beautiful or ugly (Print, 1993).

Textbook is described as an instruction which is helpful in teaching. Teachers and students depend on it for carrying out teaching learning activities. It is a true source of instruction and used in both type of education, formal and informal. It is produced in line with the prescribed syllabus and the major ideas of the subject matter are selected, summarized and organized in such a way that fulfill the moral and psychological requirements of the students (Faizi, 2010, p. 62). Textbooks play a vital role in teaching because of their close relation to classroom instruction. The topics of subject are presented in an organized form enabling the students to search them easily. Efforts are

put forwarded to state organized classroom lessons, structured with suitable exercises and activities. Moreover, textbooks have very important position in curriculum development and are considered as the most significant tool for the implementation of a new curriculum in many countries (Valverde, et.al., 2002). Textbook evaluation is a process of obtaining the value of given material and making judgment of its effects on the learners (Tomlinson & Masuhara, 2004). It is helpful in selection of the most suitable textbook for learners by pointing out the strengths and shortcomings of the material (Mukundan, 2007). It enables the teacher to make its teaching more effective and result orientated by highlighting the effectiveness of the given materials in the textbook. Teacher adopts well informed and useful strategies after knowing the strong points and observing the shortcomings (Sarem, Hamidi, & Mahmoudie, 2013).

For textbook evaluation a level approach is recommended by many researchers. In this approach at first an overview i.e. impressionistic evaluation is recommended followed by in depth evaluation of textbook. In impressionistic evaluation a quick overview of the textbook is carried out in order to determine the outer quality general suitability of the textbook. After impressionistic evaluation the next stage is to go in depth and find inner quality of the subject matter. While conducting in depth evaluation a detailed description is made about how textbook or a portion of the textbook meets the aims and objectives and need of the learners (Lawrence, 2011 p. 11). Creation of single textbook was recommended by Commission on National Education 1959. Before her recommendation the multiple textbooks were available in the market for use in the classroom. After the recommendation of the Commission, the provincial textbook boards were established in order to solve some obstacle faced by the multiple textbooks. Commission made some allegations on multiple textbooks i.e. these textbooks are prepared by non-professional, merit is not maintained, textbooks are selected on the pressure of administration, temptation practices of the publishers, low quality presentation of the textbook, lack of evaluation, high prices, use of cram books along with textbook (Ministry of Education, 1959).

Establishment of the textbook boards resulted in the production of quality textbooks in the beginning but with the passage of time the quality of the textbooks started declining. It was felt on the part of the government that in order to create quality textbooks the policy of single textbook need considerations. Thus the National Education Policy 1998-2010 declared;

Quality of textbooks has been a continuous source of concern. [Single] Sole-textbooks, which are prescribed up to secondary level, are causing a number of problems in teaching, learning and evaluation of students (Ministry of Education, 1998 p.3).

To solve this problem the development and use of multiple textbooks were allowed in both private and public schools. Textbook boards and private publishers under policy provisions started to develop textbooks after the year 2000. Ministry of Education reviews and approves the submitted textbook under the guidelines provided by national curriculum. When a textbook is submitted, the Ministry of Education composes National Curriculum Review Committee for its review and approval (Mahmood, 2010).

Curriculum of Pakistan Studies emphasizes the importance of National Integration, cohesion and patriotism (Ministry of Education, 2006). Patriotism is the one's special affection for the country. Special affection refers one's love for the country. Thus love for one's own country is called patriotism. It is a sense of personal identification with the country. It includes special concern for the progress of the country and a force that prepares the people to sacrifice for the betterment of the country (Nathanson, 1989). Personal identification with country refers to the feeling of pride over country's merits and achievement and shame for its wrongs and shortcomings. Thus patriotism can be defined as one's love for his/her country, recognition with it, and apprehension for its fellow citizen's prosperity, development and progress (Primoratz, 2015).

There were researches that analyzed the subject of Pakistan Studies at different level of education. Khan (2012) has conducted research on "A Critical Analysis of Pakistan Studies Curricula". The researcher assessed the contents of Pakistan Studies in connection with its relevancy with students' needs and interests. Principles of survival and utility, vertical alignment of the contents and purpose of the society were also explored.

Another research work "The Reflection of Islamic Values in the Compulsory Subjects of Social Sciences at Secondary (IX-X) Level in Karachi" was conducted by Waqar un Nisa Faizi. The researcher has examined the relationship between Islamic values and course contents of Islamiyat and Pakistan Studies at secondary level.

Hashmi (2014) presented a research paper entitled "Content Analysis of the Provincial Pakistan Studies Textbook for Class IX-X" in Journal of Education and Social

Sciences. In this research study the researcher has analyzed the contents of the Pakistan Studies Textbook against the objectives set by the Federal Ministry of Education by using a set framework with additional focusing on textbook printing and publishing style.

The researches that were conducted on the subject of Pakistan Studies showed the overall analysis and evaluation of Pakistan Studies Curricula and Pakistan Studies Textbooks. They did not analyze deeply the contents of Pakistan Studies Textbooks about patriotism. Although Khan (2012, p. 245) inquired whether the Curriculum of Pakistan Studies highlighted the importance of national integration, unity and patriotism but did not analyze the presentation of the concepts in the textbooks of Pakistan Studies. Faizi (2010, p. 170) evaluated only the reflection of Islamic values in the subject of Pakistan Studies. Research work by Hashmi (2014) on contents analysis of Provincial Pakistan Studies Textbook for Class IX-X did not analyze the contents of Pakistan Studies Textbook on patriotism.

3. Research Methodology

Nature of the study was descriptive. Survey research method was more suitable for the study to obtain the perceptions of students and teachers. Quantitative research design was used to obtain and analyze the data.

3.1. Population

All the 130 Public Sector Higher Secondary Schools & High Schools (77 male and 53 female) and 8531 students (3732 girls and 4799 boys) of 10th class at district Haripur were considered as population of the study.

3.2. Sample & Sampling Technique

Stratified random sampling technique was used to select 40 public sector high and higher secondary schools of district Haripur. From each school one teacher (i.e. 40 teachers) and ten students (i.e. 400 students) were sampled.

3.3. Research Instrument

The role of the contents in promotion of patriotism was analyzed through the perceptions of Teachers and students, by using a questionnaire. Questionnaire probed nine indicators. These indicators included promotion of patriotism, democratic values, implementation of basic human rights, freedom of thoughts, importance of peace in the society, religious tolerance, opportunities for national development, information about national heroes, importance of dutifulness and sense of responsibilities. The questionnaire

consisted of five point Likert scale having options; a.) strongly agree, b.) agree, c.) undecided, d.) disagree and e.) strongly disagree.

3.4. Data Collection

Questionnaires were distributed among 40 Pakistan Studies Teachers teaching at secondary level to obtain the perceptions of teachers about the contents of textbooks. Moreover, to obtain the perceptions of students another questionnaire was distributed among 400 students studying at secondary level class 10.

4. Data Analysis & Interpretation

Obtained data were analyzed through descriptive statistical measures i.e. percentage and mean.

Perceptions of Students and Teachers

Perceptions of students and teachers regarding the role of Pakistan Studies Textbooks at secondary level in promoting patriotism are given in the following tables:

Table 1. Students and teachers perceptions about the promotion of patriotism

Students	F	31	24	52	188	103	3.78
	%	7.8%	6.0%	13.1%	47.2%	25.9%	
Teachers	F	7	3	5	14	11	3.47
	%	17.5%	7.5%	12.5%	35.0%	27.5%	

This table highlighted the responses about the promotion of patriotism obtained through students and teachers perceptions, results showed the agreement of 73.1% students while disagreement of 19.1% of the students. The mean 3.78 proved that most of students were in favor of the statement. Teachers' perceptions proved that 62.5% teachers had the same opinion and 20.0% teachers differed with it. The mean 3.47 proved that mostly teachers were in favor of it.

Table 2. Perceptions of students and teachers about democratic values

Students	F	57	24	55	155	107	3.56
	%	14.3%	6.0%	13.8%	38.9%	26.9%	
Teachers	F	7	0	6	19	8	3.52
	%	17.5%	0%	15.0%	47.5%	20.0%	

Results depicted in the table about the encouragement of democratic values, elaborated that 65.8% students were in compliance while 19.8% students were in noncompliance. The mean 3.56 demonstrated that the statement was supported by the students. Results obtained from teachers depicted that 67.5% teachers were in compliance

while 15.0% teachers were in noncompliance. The mean 3.52 demonstrated that the statement was supported by the teachers.

Table 3. Perceptions of students and teachers about human rights

Students	F	54	33	66	144	101	3.51
	%	13.6%	8.3%	16.6%	36.2%	25.4%	
Teachers	F	3	4	6	13	14	3.77
	%	7.5%	10.0%	15.0%	32.5%	35.0%	

It is evident from the results about human rights implementation that 61.6% students were in agreement while 24.9% students were in disagreement. The mean 3.51 demonstrated that the statement was supported by the students. Teachers' results depicted that 67.5% teachers were in agreement while 25.0% teachers were in disagreement. The mean 3.77 demonstrated that the statement was supported by the teachers.

Table 4. Perceptions of students and teachers about freedom of thoughts

Students	F	41	53	59	151	93	3.53
	%	10.3%	13.3%	14.8%	37.9%	23.4%	
Teachers	F	3	5	7	10	15	3.72
	%	7.5%	12.5%	17.5%	25.0%	37.5%	

Result regarding encouragement of freedom of thoughts provided in the table proved that 61.3% students had the same opinion and 28.1% students differed with it. The mean 3.53 proved that majority of the students were in favor of it. Responses given about teachers proved that 62.5% teachers had the same opinion and 30.0% teachers differed with it. The mean 3.72 proved that mostly teachers were in favor of it.

Table 5 Perceptions of Students and teachers on importance of peace in the society

Students	F	46	46	50	168	88	3.52
	%	11.6%	11.6%	12.6%	42.2%	22.1%	
Teachers	F	0	2	6	23	9	3.97
	%	.0%	5.0%	15.0%	57.5%	22.5%	

Results depicted in the table concerning the importance of peace in the society highlighted that 64.3% students were in compliance while 24.2% students were in noncompliance. The mean 3.52 demonstrated that the statement was supported by the students. Perceptions of the teachers proved that 80.0% teachers had the same opinion and 20.0% teachers differed with it. The mean 3.97 proved that mostly teachers were in favor of it.

Table 6 Perceptions of students and teachers regarding religious tolerance

Students	F	44	38	65	149	102	3.53
	%	11.1%	9.5%	16.3%	37.4%	25.6%	
Teachers	F	2	2	9	18	9	3.75
	%	5.0%	5.0%	22.5%	45.0%	22.5%	

Results presented in the table about the creation of tolerance among different religions practiced in Pakistan, showed that 63% students were in compliance while 25.8% students were in noncompliance. The mean 3.53 demonstrated that the statement was supported by the students. Results about the teachers proved that 67.5% teachers had the same opinion and 27.5% teachers differed with it. The mean 3.75 proved that mostly teachers were in favor of it.

Table 7 Perceptions of students and teachers on national development

Students	F	40	53	55	151	99	3.53
	%	10.1%	13.3%	13.8%	37.9%	24.9%	
Teachers	F	4	5	2	22	7	3.57
	%	10.0%	12.5%	5.0%	55.0%	17.5%	

The table provided information about the perceptions of students and teachers regarding opportunities for national development. Results proved that 62.8% students had the same opinion and 27.1% students differed with it. The mean 3.53 proved that majority of the students were in favor of it. Results of teachers' perceptions depicted that 72.5% teachers were in compliance while 17.5% teachers were in noncompliance. The mean 3.57 demonstrated that the statement was supported by the teachers.

Table 8 Perceptions of students and teachers about national heroes

Students	F	24	131	160	65	18	2.80
	%	6.0%	32.9%	40.2%	16.3%	4.5%	
Teachers	F	0	3	4	25	8	3.95
	%	.0%	7.5%	10.0%	62.5%	20.0%	

Results regarding the contributions of our national heroes, table proved that 20.8% students were in agreement while 73.1% students were in disagreement. The mean 2.80 demonstrated that most of the students were not in favor of it. Perceptions of teachers proved that 82.5% teachers had the same opinion and 17.5% teachers differed with it. The mean 3.95 proved that mostly teachers were in favor of it.

Table 9 Perceptions regarding promotion of dutifulness and sense of responsibility

Students	F	41	102	167	64	24	2.81
	%	10.3%	25.6%	42.0%	16.1%	6.0%	
Teachers	F	0	5	5	15	15	4.00
	%	.0%	12.5%	12.5%	37.5%	37.5%	

Results provided in the table about dutifulness and sense of responsibility illustrated that 22.1% of the students approved the statement while 67.6% students disapproved it. The mean 2.81 depicted that best part of students disapproved it. Result given about teachers illustrated that 75.0% were in compliance while 25.0% were in noncompliance. The mean 4.00 demonstrated that the statement was supported by the teachers.

5. Findings

On the basis of data analysis by using percentage and mean as statistical tools the following findings were made.

Students' Perceptions on Patriotism

Pakistan Studies Textbooks at secondary level:

1. Promotes patriotism as the results showed the agreement of 73.1% students while disagreement of 19.1% of the students. The mean 3.78 proved that most of students were in favor of the statement.
2. Encourages democratic values by results depiction that 65.8% students were in compliance while 19.8% students were in noncompliance. The mean 3.56 demonstrated that the statement was supported by the students.
3. Promotes the implementation of human rights as the results showed that 61.6% students were in compliance while 24.9% students were in noncompliance. The mean 3.51 demonstrated that the statement was supported by the students.
4. Promotes freedom of thoughts for the results proved that 61.3% students had the same opinion and 28.1% students differed with it. The mean 3.53 proved that majority of the students were in favor of it.
5. Highlights the importance of peace in the society as the results depicted that 64.3% students were in compliance while 24.2% students were in noncompliance. The mean 3.52 demonstrated that the statement was supported by the students.

6. Creates tolerance among different religions practiced in Pakistan as evident by the results that 63% students were in compliance while 25.8% students were in noncompliance. The mean 3.53 confirmed that the statement was supported by the students.
7. Gives information about the opportunities for national development as shown by the, results that 62.8% students had the same opinion and 27.1% students differed with it. The mean 3.53 proved that majority of the students were in favor of it.
8. Do not favor the contributions of our national heroes as shown by the results that 20.8% students were in agreement while 73.1% students were in disagreement. The mean 2.80 demonstrated that most of the students were not in favor of it.
9. Do not promote dutifulness and sense of responsibility which results in illustration showed that 22.1% of the students approved the statement while 67.6% students disapproved it. The mean 2.81 depicted that best part of students disapproved it.

Teachers' Perceptions on Patriotism

The content of Pakistan Studies Textbooks at secondary level:

1. Promotes patriotism as the results proved that 62.5% teachers had the same opinion and 20.0% teachers differed with it. The mean 3.47 proved that mostly teachers were in favor of it.
2. Encourages democratic values as results depicted that 67.5% teachers were in compliance while 15.0% teachers were in noncompliance. The mean 3.52 confirmed that the statement was supported by the teachers.
3. Promotes the implementation of human rights which was evident by the results that 67.5% teachers were in compliance while 25.0% teachers were in noncompliance. The mean 3.77 demonstrated that the statement was supported by the teachers.
4. Promotes freedom of thoughts as the results proved that 62.5% teachers had the same opinion and 30.0% teachers differed with it. The mean 3.72 proved that mostly teachers were in favor of it.

5. Highlights the importance of peace in the society as the results showed that 80.0% teachers had the same opinion and 20.0% teachers differed with it. The mean 3.97 proved that mostly teachers were in favor of it.
6. Creates tolerance among different religions practiced in Pakistan as results proved that 67.5% teachers had the same opinion and 27.5% teachers differed with it. The mean 3.75 proved that mostly teachers were in favor of it.
7. Gives information about the opportunities for national development by the illustration of the results that 72.5% teachers were in compliance while 17.5% teachers were in noncompliance. The mean 3.57 demonstrated that the statement was supported by the teachers.
8. Highlights the contributions of our national heroes as results proved that 82.5% teachers had the same opinion and 17.5% teachers differed with it. The mean 3.95 proved that mostly teachers were in favor of it.
9. Promotes dutifulness and sense of responsibility as results depicted that 75.0% teachers were in compliance while 25.0% teachers were in noncompliance. The mean 4.00 demonstrated that the statement was supported by the teachers.

6. Conclusions

From the findings of present study regarding the patriotism following conclusions were drawn.

1. Both teachers and students were inclined that a content of Pakistan Studies Textbooks at secondary level promotes patriotism.
2. Majority of teachers and students agreed that a content of Pakistan Studies Textbooks at secondary level encourages democratic values.
3. Most of teachers and students approved that contents of Pakistan Studies Textbooks at secondary level promotes the implementation of human rights.
4. A large number of teachers and students were inclined that a content of Pakistan Studies Textbooks at secondary level promotes freedom of thoughts.
5. Mostly teachers and students agreed that a content of Pakistan Studies Textbooks at secondary level highlights the importance of peace in the society.

6. A significant number of teachers and students agreed that a content of Pakistan Studies Textbooks at secondary level creates tolerance among different religions practiced in Pakistan.
7. Both teachers and students were of the opinion that a content of Pakistan Studies Textbooks at secondary level gives information about the opportunities for national development.
8. There were difference between the perceptions of the students and teachers that the content of Pakistan Studies Textbooks at secondary level highlights the contribution of national heroes. Majority of the students disagreed while most of the teachers were agreed with the statement.
9. Differences were found in perceptions of the students and teachers that the content of Pakistan Studies Textbooks at secondary level promotes dutifulness and sense of responsibility. A large number of students disagreed while most of the teachers agreed with the statement.

7. Recommendations

1. Students did not approve that content of Pakistan Studies Textbooks at secondary level highlights the contributions of our national heroes. Curriculum planners and textbook developers may include lessons to pay gratitude to our national heroes. Textbook for 10th class may include topics about the distinguished people who contributed in the development of different walks of life.
2. Students were not of the opinion that the content of Pakistan Studies Textbooks at secondary level promotes dutifulness. Thus in order to promote dutifulness and sense of responsibilities among the students the National Curriculum for Pakistan Studies class IX & X 2006 may address the issue and the contents of Pakistan Studies Textbooks at secondary level should include topics which promotes dutifulness and sense of responsibility.

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PROBLEM BASED LEARNING: AN EFFECTIVE PEDAGOGY FOR PRE-SERVICE TEACHER EDUCATION IN PAKISTAN

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Abstract

In the education process both teaching and learning are fundamental. One school of thought says that effective teachers can bring good results whereas another school of thought claims that success depends mostly upon the learners' effort and potential. There has been a variety of teacher training strategies and models and at the same time there are different theories and strategies of learning. In Problem-Based Learning (PBL) a teacher has to play the role of facilitator/moderator and students have to present/explore/create knowledge. The current experimental study was conducted to explore the effectiveness of Problem Based Learning for Teacher Education in Pakistan. One group Pre-test, Post-test design of experiment was utilized for the study. The course of "Educational Research" was taught through PBL to 35 MA Education female students at International Islamic University Islamabad. After administering the pre-test the students were taught the course for 8 weeks by using PBL and the post test took the form of a mid-term exam. The data were analyzed using the t-Test. There was significant difference in the mean scores of pre-test and post test, which strengthens the notion that PBL promotes effective learning in teacher education. The results pave the way for the implementation of PBL as an effective pedagogy for teacher education programs in Pakistan.

Keywords: Teacher Education, Problem Based Learning (PBL), Pedagogy, Experimental Study, Pakistan

1. Introduction

The National Education Policy, (GoP, 2009) indicates that the curriculum should reflect the major social problems; provide more space for the development of critical thinking, problem solving skills, inquiry habits, self-directed learning abilities and collaborative work among learners. There is a need for introducing reforms in teacher preparation programs as well. Prospective teachers struggle with theoretical issues and they feel less motivated to learn as there is gap between theory and practice and one reason may be that they are trained mostly through traditional teaching methods. They are seldom prepared to solve and face the real problems of practical life. So there is a need for the educational environment that uses the real problems in which prospective teachers are exposed to problems which they have to deal with when they enter their professional life as teachers in private or public setup.

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Problem-Based Learning (PBL) was designed for promoting various desired learning outcomes, which would help students to: develop skills to solve problems, development of self-directed learning skills, become effective collaborative learners, create a flexible knowledge base and become intrinsically motivated to learn (Barrows, 1986; Norman & Schmidt, 1992). PBL is an approach to education in which complex problems act as a framework and motivation to learn. In PBL, students work in groups to take care of one or more perplexing issues related to real life. They develop skills in the gathering, blending and assessment of resources to characterize issues first and afterwards working on the problems to reach a conclusion or arrangement of the issue. Students also summarize the material and develop clear understanding of the concepts. Unlike a traditional classroom, a faculty member is not the only deliverer of the huge bulk of knowledge, but his/her role is to facilitate the students in their search for adequate resources (Schmidt et al, 2009).

1.1. Statement of the Problem

There is evidence from an international literature (e.g. Major & Palmer, 2001; Hmelo-Silver, 2004) that PBL can be an effective strategy for teaching and has become popular worldwide (Barrows, 1996). PBL is used widely in schools and universities, medical and engineering colleges of Pakistan. It is therefore expected that the education system in Pakistan will also adopt this new culture to improve learning outcomes and outputs of education in the country (Yeo, 2005). Therefore, it was felt justified in adapting and adopting this student centered and innovative method for learning of prospective teachers so that they may be able to develop skills related to it and may be able to use this strategy in their future career as teachers.

1.2. Objective of the Study

The study had the following objective:

- To identify the effectiveness of Problem Based Learning for effective learning in pre-service teacher education program.

1.3. Significance of the Study

It is hoped that the results of the present study will add to the existing body of knowledge related to use of PBL in Pre-Service Teacher Education. This research can serve as a guideline for the introduction and utilization of PBL in Pre-service teacher education in Pakistan.

2. Review of Related Literature

Traditional lecturing method is content-driven and has been prevailing in many classrooms. These customary methodologies were seen to be suitable methodologies in the past but these techniques do not prepare learners with the abilities and qualities they require in their future workplaces. Conventional techniques for teaching neglect to motivate students in the learning procedure or support them to become dynamic learners (Duch, Groh, & Allen, 2001).

2.1. Problem Based Learning

PBL is an instructional method that confronts students with techniques of "how to learn?" through working in collaborative groups for finding the solutions to real world problems (Duch, Groh, & Allen, 2001). PBL uses problems of the "real world" as a context for students to learn critical thinking and problem-solving skills, and gain knowledge of the basic concepts of the subject. Through the use of PBL, students acquire the skills of lifelong learning, including the ability to find and use appropriate learning resources. PBL represents a major advance in educational practice that still affects the courses and disciplines all over the world (Werth, 2009).

PBL initiates learning from exposure to problems instead of content knowledge. Students gain knowledge and skills through a series of steps in the context of the problems, along with accompanying educational materials and support from tutors who act as facilitators (Boud & Feletti, 1997). The problem is the first input for the students during the learning process. These problems arise in professional practice; in other cases, refer to events or problems typical to a particular field of study (Norman & Schmidt, 1992).

PBL includes the development of curricula and strategies to develop the educational system to solve the problem on the one hand and disciplinary knowledge and skills on the other hand by placing students in an active role for the solution of ill-structured problems that reflect real-world problems (Finkle & Torp, 1995). Problems are structured in a way that students can retrieve their prior knowledge, work on the problems and thus provoke discussions. Retrieval of prior knowledge is crucial for linking new information to it. Problems can incite debate when it contains references as opposing views, allowing students to generate arguments for and against each view and discuss which the best opinion is. Literature referred to what extent the problem can

generate debate is the distinction between the well-structured and unstructured problems (Bruggen & Kirschner, 2003).

Learning difficulties created in the group and activities guide students' self-study in PBL. PBL is not suitable when huge quantities of knowledge have to be delivered to students. The exercise of exposure to problems is essential to bridge the gap between formal institutional learning and more practical activities the learners may encounter in real practical life (Hmelo, 2004). A key element in the PBL approach is the level of cooperation in small groups. Groups usually consist of tutorial of 6-10 students who meet 2 to 3 hours per session, usually twice a week (Schmidt et al, 2007).

In PBL, learning is instigated by the students. The most common function at the level of the student in PBL is the self-directed learning (SDL). Savin and Claire (2000) noted that the feeling of being in charge and having an impact on learning situation is the main ingredient in the SDL. As for the learning tasks are concerned, easy to complex tasks sequence is used in the design of PBL to solve problems, so that students begin from the easier problem and move gradually to more complex problems or similar experts (Van Merriënboer and Kirchner, 2007)

The 'Problem' in PBL is the description of a set of phenomena or events that require an explanation in terms of the basic process, and the mechanism or principle. A group of students work together to explain the phenomena or events specified in the particular problem. Small group discussions in PBL enhance interaction among peers. Students answer a series of questions and give explanations and discuss the differences in opinions and understanding the concepts. These processes stimulate a deep knowledge of the subject. The cooperative and collaborative work in small groups also increases the ability to work in teams, a necessary skill in professional practice (Norman & Schmidt, 1992).

In order to introduce PBL, institutions will need to take into account changes in the schedule of teaching, class size, and the form of delivery to accommodate this pedagogical approach.

PBL can be implemented through utilizing different approaches but one of the most widely used processes is the 7 Steps (sometimes called 7-jump) Maastricht PBL approach. This approach provides the application of the principles of education in a systematic way to guide students to generate learning difficulties of this problem.

The Maastricht PBL approach has the following steps:

1. Illustrating concepts (defining terms)
2. Defining the problem
3. Problem analysis / brainstorming
4. Classification
5. The formulation of learning difficulties
6. Self-study
7. Discussing new knowledge

The first phase includes step 1-5 and lasts 1-2 hours. This phase starts with definitions of terms and concepts which helps the group to start with a clear understanding of the terminology and concepts common to the problem. Then the students identify the problem or put a specific definition of the problem. The problem is clearly defined which helps to establish the limits of the problem under discussion. After that, analysis of the problem is done to update the current knowledge of the group and activate prior knowledge. The students interpret important points contained in the classification and it helps to identify the interrelationships between the concepts and problems. Group builds a coherent description of the operations of logic and reasoning in the group. Learning disabilities may develop at this stage. The second phase includes self-study and it helps the students to locate the relevant literature and provides students with a list of items that are related to the problem. Students prefer to make a selection from a list of suitable materials. They connect the prior knowledge with new knowledge and prepare a report. The third phase includes the discussion of the newly acquired knowledge and generally, this phase is scheduled after a few days to allow time for personal study. This session lasts 1-2 hours. In this step the participation of all members of the group is required to respond to the learning issues generated previously. Students can ask questions and clarify the details of the new knowledge and test the depth of understanding and insight into these issues (Schmidt, 1983).

At the end of the tutorial groups and the reactions of the strengths of the group process and the issues that need to be improved are discussed in the group. Providing information and being well organized and timely feedback helps fruitful cooperation and aids to get more in-depth discussions. It is assumed that learning is an active process of building knowledge, rather than passive memorization process. In PBL students are encouraged to build their own knowledge, because students are actively discussing the

topic at hand, asking and answering questions. The interaction of an active group encourages students to a deeper understanding (Endrogen, 2014).

In the context of the problems in learning, PBL, students are free to study and identify resources and relevant literature (i.e. internet resources, articles, books or book chapters) in the library and / or electronic databases. Search of the literature and other resources is an important skill for professionals, and is a constituent of Self-Directed Learning skills students must master especially in higher education. The scaffold is provided for students through a limited set of resources that can be selected. It is expected that more advanced students rely increasingly on their own skills to find relevant resources (Jeong & Hmelo-Silver, 2010).

Research on PBL in medical education contexts (e.g. Albanese & Mitchell, 1993; Vernon & Blake, 1993) mainly make a comparison between the results of PBL methods with more traditional teaching methods. Research has continued on the PBL as a means to prepare professionals. These studies provide an idea of how PBL may be compared with traditional methods. However, PBL presents some unique challenges for evaluation. Because the focus of PBL is primarily to learn how to learn and less on mastering a body of knowledge and traditional methods of evaluation, such tests may not be very effective (Major, 1999). If traditional assessment is a good measure of traditional pedagogy, it is logical that the alternative assessment techniques could be a better measure for assessment in PBL settings. The use of alternative assessment in the case of PBL can help in bridging the gap between education and evaluation (Nightingale et al, 1996). There are some signs of a movement in this direction. Recent studies have begun to investigate the results of PBL, such as teamwork and presentation skills that cannot be associated with traditional classroom methods. Cockrell, Caplow and Donaldson (2000) conducted a study on the prospects of the students in their learning as members of the cooperative groups. The researchers, using interpretive methods, found that cooperative groups promote a sense of ownership of the knowledge that was created during the semester for the students. The researchers also indicate that within the groups, the leadership moved from one student to situations as they arise and resolve. Ajmal (2016) found that prospective teachers had good and valuable experience of the course through Problem Based Learning.

3. Research Methodology

3.1. Research Design

The present study was a one shot experimental study, without the use of a control group. One group of students enrolled in “Educational Research” was taken for the study. PBL was practiced through multiple group meetings as depicted in the Maastricht seven steps approach to PBL outlined above for eight weeks. Prospective teachers were allowed to change their roles as leader, recorder, moderator, board writer or discussor during their weekly group discussions based on the PBL 7 step approach. They were given the basic concepts and they went for independent study followed by group study and sharing the ideas of their group with other class fellows during next session.

3.2. Sample and ethical considerations for sample

A sample of 35 female students studying in Department of Education, International Islamic University Islamabad was taken for the study. The students were aware that they were going to experience an innovative learning in the course of study. They were told that their identities of data will not be depicted and the data would be used for research purpose only.

3.3. Data Collection and Analysis

- After administering the pre-test the students were taught the course for 8 weeks by using PBL and the post test was a mid-term exam.
- The pre-test was based on 30 MCQs items related to Educational Research. It included items on concept of research, educational research and types of research in education. The items were related to knowledge, comprehension and application. The test was developed by the researcher who was teaching that subject to them as her regular assignment.
- The post test was a mid-term exam of 30 marks based on the contents taught in 8 weeks. It included the units based on research, educational research and types of research in education. The data were analyzed by using paired sample t-Test.

3.4. Limitation

The study although prove PBL as an effective methodology yet it has certain limitation i.e. the design was only one group and there is no comparison with the other group.

4. Findings

Table 1. Difference between scores of Pre-Test and Post Test

		Numbers of Prospective teachers	Mean score	Standard Deviation	p value
Knowledge Items	Pre-test	35	44.27	8.994	0.0486
	Post-test	35	48.03	4.870	
Comprehension Items	Pre-test	35	33.67	7.144	0.0308
	Post-test	35	35.97	4.012	
Application Items	Pre-test	35	26.45	5.050	0.001
	Post-test	35	30.00	3.691	

Df=69 Sig.(2tailed)= 0.05

The Table shows the mean scores of students on pre and post-tests regarding the knowledge, comprehension and application level items, the post test mean scores of all levels are higher than the pre-test scores. Paired sample t-test was applied in order to check whether the mean scores of pre and post-test are considerably different or not? The results of the t-test shows a considerable difference in the scores of mean for pre and post-test on all levels as p values 0.04, 0.03 and 0.001 are lesser than $\alpha=0.05$.

5. Conclusions

Based on the results of applying the t-Test to the pre and post test data of 35 students in this class it was concluded that:

1. Problem Based Learning proved to be an effective method for developing knowledge of prospective teachers.
2. Problem Based Learning proved to be an effective method for developing comprehension of prospective teachers.
3. Problem Based Learning proved to be an effective method for developing application of prospective teachers.
4. Problem Based Learning proved to be an effective method for effective learning of prospective teachers.
5. This provides some evidence that PBL can be effective when introduced for pre-service teacher education programs.

6. Discussion

Problem Based Learning can change view of Learning by utilizing creative ideas, activity based learning, involving learners in different tasks and solving problems. According to Albanese and Mitchell (1993) it has been reported by many learners that Problem Based Learning courses are more satisfactory based on their experiences in comparison to other students who were not interested to attend Problem Based Learning courses. It is concluded about this study that Problem Based Learning is beneficial for enhancing cognitive performance of prospective teachers. Problem Based Learning has been experimented as pedagogy in various disciplines and contexts around the world and recognized as effective teaching-learning method (Dastageer, 2015) and results of current study are also supporting this. The current study provides evidence that PBL can be utilized in teacher education programmes which is supported by Endrogen (2014) that despite some limitations it is an effective pedagogy.

7. Recommendations

The following recommendations are made after the study;

As PBL has been tentatively shown to be an effective method for effective learning of prospective teachers, it is recommended that it may be adopted and adapted much more widely across pre-service teacher education programs in Pakistan. Together with evidence from further research into how best to use and assess PBL it may contribute to improving the quality of teachers of Pakistan, hence improving National Education System in Pakistan.

Suggestions for Future Researches

Similar studies may be conducted for gauging the effectiveness of teacher education programs through:

- i. Utilizing PBL with different levels of learners
- ii. Utilizing PBL in different courses
- iii. Using a true experimental design, and
- iv. Making gender wise comparisons

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SUBMISSION GUIDELINES FOR RESEARCH PAPER

The editors welcome submissions of research papers based on original and new research ideas in proper English language that have not been submitted elsewhere for publication. The manuscripts would only be considered that follow the journal's format. Instructions for authors are given on the journal website. Only the electronic submissions in MS-Word format are accepted and should be sent only to the journal's e-mail address through two file attachments:

Title Page

It must contain the following information:

Title of research paper (Type the title centered, capitalize key words, double-spaced)

Author/Coauthor name, email address and Contact number

Institution detail

Research Paper (without author identification)

The research paper contains the following:

i) Abstract

Abstract is a brief (150-250 words) comprehensive summary of the research. The word "Abstract" is centered as the first line of type on this page. Type the abstract as a single paragraph in block format (i.e., without paragraph indentation). The abstract contains research topic, objectives, participants, methods, data analysis technique/s and key findings.

Write a list of keywords from your research paper at the end of abstract. Type Keywords: (italicized) and then list your keywords.

ii) Introduction (1-3 pages)

Introduction is level one heading of research paper. The introduction of the topic will set the stage for explaining the research. It should clearly present the purpose of study and give general overview of main research question and kind of proposed study.

Introduction may include following level two headings:

Objectives of the Study/Research Questions/Hypothesis

Significance of the Study

Delimitations of the study (if any)

iii) Literature Review (4-7 pages)

The review of literature should generally begin on a new page. Discuss the literature related to your proposed study. This section is designed to inform readers about past studies that have already been conducted, and provides perspectives on your area of interest. The review should include a brief discussion of any "classical studies" in this area, if appropriate, but the major portion of the content should focus on the past decade of research. It should close with a logical summary of past research and transition to a statement about what should be studied next. After you present what is already known, make your case for your research either answering a new question, getting a new answer to an old question, answering a question about a new population, etc. After you have made your case that your research is going to give new information, you will summarize the major points. Remember that the Introduction discusses the problem. The review of literature should concentrate on solutions (those that exist, those that are still required).

iv) Research Methodology (1-3 pages)

Introduce the general methodology that was used for your study. You should ensure that your research methodology has been designed properly and that all the elements required have been considered.

Research Methodology may include following subheadings

Research Design

Population

Sample and sampling Techniques

Instrumentation

Data collection

v) Data Analysis and Interpretation

Mention the data analysis technique and interpret the data accordingly.

vi) Discussion and Conclusion

In this section discuss the findings of data in light of other studies.

vii) Recommendations

Give practical recommendations based on data analysis.

viii) References

Follow APA 6th Edition for referencing style.

GENERAL DOCUMENT GUIDELINES ARE AS FOLLOWS:

All text must be single spaced.

The text is typed in font size 12, Times New Roman.

Main headings are 12 bold, centered and subheading are having font of 12 bold at left.

Use the page margin of 1 inch on all sides on A4 size paper

Indent all paragraphs 5-7 spaces or .5".

All pages are numbered in consecutive order using Arabic numerals. The page numbers should be centered in footer of the page.

Justify the text (align on both sides your margins).

Plagiarism check will be done of research paper and the allowed limit is less than 19%.

Self plagiarism is also not allowed.

Charts, graphs, photographs, diagrams, etc., are called figures and should be numbered consecutively using Arabic numerals. The figure caption is placed below the figure.

Tables should be numbered consecutively in Arabic numerals. The number and title of the table are centered above the table. In the text, refer to tables by their number: e.g. as shown in Table 8,, do not write "the table above" (or below) or "the table on page 32," because the position and page number of a table cannot be determined until the pages are typeset.

GUIDELINE FOR BOOK REVIEW

A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book. It should focus on the book's purpose, content, and authority. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluates how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation.

The following may be included in book review:

1. Write a statement giving essential information about the book: title, author, first copyright date, type of book, general subject matter, special features (maps, color plates, etc.), price and ISBN.

2. State the author's purpose in writing the book. Sometimes authors state their purpose in the preface or the first chapter. When they do not, you may arrive at an understanding of the book's purpose by asking yourself these questions:
a. Why did the author write on this subject rather than on some other subject?

- b. From what point of view is the work written?
 - c. Was the author trying to give information, to explain something technical, to convince the reader of a belief's validity by dramatizing it in action?
 - d. What is the general field or genre, and how does the book fit into it?
 - e. Who is the intended audience?
 - f. What is the author's style? Is it formal or informal? Evaluate the quality of the writing style by using some of the following standards: coherence, clarity, originality, forcefulness, correct use of technical words, conciseness, fullness of development, fluidity. Does it suit the intended audience?
 - g. See the Table of Contents, it can help understand how the book is organized and will aid in determining the author's main ideas and how they are developed – chronologically, topically, etc.
 - g. How did the book affect you? Were any previous ideas you had on the subject changed, abandoned, or reinforced due to this book? How is the book related to your own course or personal agenda? What personal experiences you've had relate to the subject?
 - h. How well has the book achieved its goal?
 - i. Would you recommend this book or article to others? Why?
3. Explain the method of development-the way the author supports the thesis. Illustrate your remarks with specific references and quotations. In general, authors tend to use the following methods, exclusively or in combination.
- a. **Description:** The author presents word-pictures of scenes and events by giving specific details that appeal to the five senses, or to the reader's imagination. Description presents background and setting. Its primary purpose is to help the reader realize, through as many sensuous details as possible, the way things (and people) are, in the episodes being described.
 - b. **Narration:** The author tells the story of a series of events, usually presented in chronological order. In a novel however, chronological order may be violated for the sake of the plot. The emphasis in narration, in both fiction and non-fiction, is on the events. Narration tells what has happened. Its primary purpose is to tell a story.
 - c. **Exposition:** The author uses explanation and analysis to present a subject or to clarify an idea. Exposition presents the facts about a subject or an issue as clearly and impartially as possible. Its primary purpose is to explain.
 - d. **Argument:** The author uses the techniques of persuasion to establish the truth of a statement or to convince the reader of its falsity. The purpose is to persuade the reader to believe something and perhaps to act on that belief. Argument takes sides on an issue. Its primary purpose is to convince.
4. Evaluate the book for **interest, accuracy, objectivity**, importance, thoroughness, and usefulness to its intended audience. Show whether the author's main arguments are true. Respond to the author's opinions. What do you agree or disagree with? And why? Illustrate whether or not any conclusions drawn are derived logically from the evidence. Explore issues the book raises. What possibilities does the book suggest? What has the author omitted or what problems were left unsolved? What specific points are not convincing Relate the book to larger issues.
5. If relevant, make note of the **book's format** – layout, binding, typography, etc. Are there maps, illustrations? Do they aid understanding?
6. **Summarize**, analyze, and comment on the book's content. State your general conclusions. List the principal topics, and briefly summarize the author's ideas about these topics, main points, and conclusions. Use specific references and quotations to support your statements.

SUBMISSION PROCESS

Only the electronic submissions in MS-Word format are accepted and should be sent to the journal's e-mail address through file attachment.

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Submission Deadline: Authors can send their papers throughout the year and these will be considered for the publication in subsequent issues of the journal.

DIRECTORATE OF DISTANCE EDUCATION, INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

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