

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

THE MANAGEMENT OF SUBJECT COURSEWORK ASSESSMENT FOR THE IMPROVEMENT OF STUDENTS' ACTIVE LEARNING IN A PRIVATE INSTITUTION

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ABSTRACT

This study is to investigate the management required for different methods of subject coursework assessment such as quizzes, group exercises and short presentations, midterm-test, assignment and student' attendance. Furthermore, this study will assess whether the overall subject's coursework assessment is correlated with a student's final examination results. The aim of this study is to facilitate and to encourage a student's active learning, thus enhancing their interest in the subject being taught. It is believed that this method has been traditionally used to help the

**The Management of Subject Coursework Assessment for the Improvement of
Students' Active Learning in a Private Institution**

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www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

students and to challenge them to work harder with more focus in the classroom. The lecturer shall act as a facilitator and observe the progress of each student. The rationale of the subject's course assessment is to motivate student interest and to sustain their learning performance. The respondents that were studied upon were sampled from a foundation programme at a private institution in the Klang Valley, Malaysia. The findings indicated that there were no significant consistencies to reflect that the students' performances in their final examination results were actually related to the overall subject's coursework assessment. The findings also show that most students gave good remarks and were satisfied with the application of the subject's coursework assessment. It is recommended that future research should focus more on how the subject's coursework assessment method can be improved. This is in order to help students to get better results, improve interest and motivate them to study and attain higher marks in their final examination.

INTRODUCTION

Currently, there is a need to equip the lecturers with knowledge on what is subject coursework assessment is all about, as managing a subject's coursework assessment is not an easy task for the lecturers. This is said due to the need to understand how to manage the subject's coursework assessment in such a manner that will facilitate positive returns from the students. Assessment is one of the tools used in the educational environment to

**The Management of Subject Coursework Assessment for the Improvement of
Students' Active Learning in a Private Institution**

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Dr.Muhammad Faizal A. Ghani*

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

evaluate the growth and progress of student learning and the outcome is student achievement. As stated by (Phillips, 2005) the reformation of university teaching requires re-examination of fundamental assumptions about how universities function and consideration of empirical research about how students learn. This study is intended on providing valuable insight on the management of a subject's coursework assessment in order to a) aid in the assessment of the student capability and b) provide strategies that will aid in enhancing the learning environment. The term "assessment" varies from one institution to another as it depends on the goals that are intended to be achieved. The Higher Learning Commission defines assessment as such; a) provides data or information associated with student learning, b) engages lecturers in analyzing using the data and information to confirm and to improve teaching and learning, c) produce evidence that students are progressing and learning, and d) evaluates whether changes made have improved and have an impact on student learning and effort.

In higher education, an effective educational setting is characterized by high quality teaching based on contemporary views of learning where learner engagement, consideration of context for learning, providing challenges to learners and opportunities for practice are central (Boud & Prosser, 2002). The efficiency and effectiveness of managing the subject's coursework assessment contributes to student success in learning within the university environment. Bajunid (2011) stated that in the education sector, of all the

The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

*Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani*

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

paradoxes, learning and teaching paradoxes have to be addressed mindfully, for the core of power of education rest in its thinkers, scholars, teachers who have opportunities to exercise leadership for learning through the coherent alignment of profound understandings of Education Disciplines, Curriculum, Pedagogy and Instruction, and Assessment.

Furthermore, the majority of the students are highly motivated when encountering lecturers who are committed, passionate and accurately manage their respective subject matters. As such, it is thought that one of the key factors in guiding the performance of the students is the commitment of the lecturers. In most university subjects, the dominant mode on the delivery of teaching consists of lectures, tutorials, contact during office hours, laboratory practical sessions and assessment strongly focused on examination (Laurillard, 2002). However, Ryan and Miyasaka (1995) concluded that the design of the assessment should be based on the actual situation and according to the students' ability, and the focus is to encourage the students to work harder, motivated, have an interest and achieve what they have desired to learn.

Generally, the student learning skills differ depending on the gender. In this study, the empirical evidences were examined and discussion made to the following questions;

The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

*Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani*

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

1. How strong is the correlation of a subject's coursework assessment on the student's achievement? The yardstick used in this study is derived from the students final examination result.
2. Is there evidence that student learning is motivated through the relationship between managing the subject's coursework assessment and final examinations?
3. How high correlated is the qualitative attributes between the students agreement with the assessment?

There is an agreement with many literatures where most researchers look upon the assessment related to the desire for students to achieve in their learning. Nevertheless, this depends from institution to institutions and also on the materials, resources, teaching method and the preparation made by the individual lecturer to instill in students the understanding on the subject being taught. Abdul Said and Mohd Yusof (2011) stated that both innovative, creative teaching and learning method can be more relevant and applicable in countries where the societal and cultural values or norms share the same principles as innovative and creative learning. The assessment is important to be considered by the lecturer in their teaching plan. This is because it gives an encouragement to students in their learning, on the topics that they should focus and learn, and also on how much time engaged to finish a particular learning task in which they have

The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

*Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani*

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

set out to get good grades. Tests as an assessment are an effective instrument for students to self-assess and monitor their own progress. Harper et.al (2011) stated that the current push to reuse existing learning resources via the use of learning objects as well as efforts to describe educational strategies in consistent notational forms (referred to as design patterns and/or learning designs) are strategies that may encourage academics to implement different and innovate teaching practices. Bajunid (2011) stated that in the quest to acquire knowledge from the vast treasury of educational knowledge, a dedicated teacher or lecturer may learn from the masters several powerful concepts. These concepts if mastered well can change the lives of professional educators, particularly regarding how they look at learning processes which will, when well understood will influence teaching.

2. OBJECTIVES

The objective of this study is to identify the correlation between the subject's coursework assessment and the student's final result examination.

3. RESEARCH METHODOLOGY

The data was collected in two parts: Part A, the subject coursework assessment, and Part B, the final examination results. The subject coursework assessment contains four stages of assessment: Stage 1: Attendance, Stage 2: Quiz, Stage 3: Assignment and Stage 4: Mid-Test and the total of the percentage is 40 percent. The final examination results were

**The Management of Subject Coursework Assessment for the Improvement of
Students' Active Learning in a Private Institution**

*Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani*

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

technical paper given at the end of the semester and the percentage is 60 percent. Respondents were initially informed that the subject's coursework assessment contributes to the success of their final examination result. For this study the sample size of 63 students involved came from two (2) classes in the foundation program. The data are recorded and analyzed using statistical software (SPSS version 2.0). Aside from that, qualitative data was also gathered from the written comments as feedbacks from students.

4. DATA ANALYSIS

Table 1 indicates the gender composition of the respondents.

Table 1: Students Percentage

Respondents	Percent
Male	36.5%
Female	63.5%

From Table 1, there are 23 male students and 40 female students. All were 18-19 years of age. This gives a total of 63 respondents surveyed. Table 2, summarizes the descriptive composition of the subject's coursework assessment which includes; attendance, quizzes, assignments and midterm-test.

Table 2: Descriptive Analysis

N	Min	Max	Mean	Std. Deviation
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The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and

Dr.Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Student	63	1.0	63.0	31.98	18.3
Attn	63	6.0	10.0	9.4	1.3
Quiz	63	0.0	9.0	5.2	2.0
Assign	63	0.0	10.0	8.5	2.1
Mid test	63	0.0	8.4	4.6	1.8
Total Assess	63	9.0	36.0	24.0	5.8
Final exam	63	0.0	54.0	29.7	11.7

According to Table 2, the total of respondents are 63 students, and the total assessment ranged from a minimum to a maximum of 9 to 36 marks (out of a total of 40 marks), with a mean of 24.0 and a standard deviation of 5.8. Additionally, it was found that in the final exam, the result ranged from a minimum to a maximum of 0.0 to 54.0 (out of a total of 60 marks), with a mean of 29.7 and a standard deviation of 11.7.

Table 3: Inter-Item Correlation Matrix

Attn	Quiz	Assign	Mid-test	Total Asses	Final
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The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and

Dr.Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Attn	1.00	.649	.105	.087	.597	.406
Quiz	.649	1.00	.215	.416	.926	.561
Assign	.105	.215	1.00	.095	.382	.094
Mid-test	.087	.416	.095	1.00	.659	.484
Total Assess	.597	.926	.382	.659	1.00	.595
Final	.406	.561	.094	.484	.595	1.00

Table 3 summarizes the correlation between various subject coursework assessment criteria in a matrix format. The results display a weak correlation between the final exam and assignment. It also shows that the correlation between the final exam and quizzes, mid-test, and attendance in decrement order is of the magnitude of 0.56, 0.48, and 0.41,

The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and

Dr.Muhammad Faizal A. Ghani

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

respectively. As a total, the correlation between total coursework assessment results with final examination result is only 0.60 at best.

Amelia (2011) stated that the qualitative aspect indicates and confirms that the students are seen to be having a lot of autonomy in deciding the progress of their learning. However she added that the instructor need not be in control all the time. She indicated that in the classroom scenario, the classroom lecturer should act as an instructor, play an important and active role. The findings highlight that the instructor's roles are categorized into four different aspects: pedagogical, social, managerial and technical. Amelia (2011) also added that the instructor is more of a facilitator of improvement in this community rather than a driver for improvement (creating self-propelling students rather than spoon-feeding students). Furthermore, lecturers and the students should have a very strong bonding and collaborative relationship in the learning environment for the success of students in understanding the subject and achieving university's goal in creating successful students. In a learning process, both parties must know how to play their roles to ensure what they want is achieved. Beside lecturer act as instructor, they should also facilitate the learning process, thereby, helping their students in becoming more independent and less reliant on the spoon-fed mentality.

5.THE QUEST OFSTUDENT FEEDBACK

**The Management of Subject Coursework Assessment for the Improvement of
Students' Active Learning in a Private Institution**

*Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani*

www.hopejor.tk

10

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

The feedbacks from students were generally positive as they were pleased to get their result immediately. This is as such because they can utilize these results to improve and reflect on their mistakes. Some students seem to be more aware on the importance on the implementation of the coursework assessment. This group of students also tends to have a higher degree of motivation in order to achieve better scholastic results. They were also more self-driven in terms of understanding the right concepts that were being taught. Lecturers have become more understanding that this method of ‘formative feedback’ assessment as it is something that will benefit the students in the long run. Formative assessment is conducted while learning is occurring or *forming* to inform teachers about students’ weaknesses and strengths (Stiggins & Chappius, 2005a). In addition to that formative highly prioritizes improvement, and enhances learning.

In concurrence with Brown (2004) the following statement is quoted upon:

“If assessment is to be integral to learning, feedback must be at the heart of the process. Even though it is time consuming, I would argue that significant energy must be devoted to helping students to understand not only where they have gone wrong, but also what they need to do to improve. They also need feedback when they have done well, to help them understand what is good about their work and how they can build on it and develop further. No one can pretend this is an easy task.”

The Management of Subject Coursework Assessment for the Improvement of Students’ Active Learning in a Private Institution

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

One of the questions asked to the students was if they were ready to have continuous stream of coursework assessments in their study. Surprisingly, 89% of the students responded confidently that they were ready and willing to do it. Most of the students were also eager to know their results at the end of the test. This indicates that some students welcomed and were willing to participate as long as the course marks aided in indicating their scholastic direction as well as contributing to their capability in tackling the final examinations. Students felt that assessment gave them active in learning. Students' comments are quoted in the followings:

Student A:

"The quizzes are very important for me to test the understanding about the subject. It is very helpful in my exam for the carryover marks and knowing my weakness in the subject overall. It is easy for me to do revision for the next exam. I am satisfied with my quizzes result."

Student B:

"I satisfied with all the assessments marks, as helps me to understand the subject and remember the answer for every question."

The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Furthermore, it also helps me to get more marks and will get good grades for the final exam.”

Student C:

“....the assessment especially repeated quizzes are important....apart from that test my knowledge on a certain chapter rather than studying everything...furthermore, I am not stressed when doing it because I did my revision almost every day.”

Student D:

“The quiz, group work presentation gave me a chance to understand the subject better. It is also a good way to improve myself, make me serious to do more exercises....the lecturer’s feedback is good, where I knew where my mistakes and encourages me to study hard and learn from the mistakes...”

From a qualitative standpoint, it seems that learning interest is positively correlated with achievement for many of the students. The coursework assessment actually supports student’s ability to be more effective and efficient scholastically. Assessment is a process of observing students whereby teachers collaborate with their students to collect and interpret data of students’ interests and preferences (Carter, 2005). Several students

The Management of Subject Coursework Assessment for the Improvement of Students’ Active Learning in a Private Institution

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

admitted feeling in control and more focus in their learning and understand better of the subject taught when they are assessed. In addition, assessments also transform the learning and teaching process into one that is interactive in nature (Black & William, 1998). Furthermore, assessment is conducted because it enables lecturers to be able to understand and familiarize with the development and problems that are faced by their students. Based on that, lecturers can propose measures something to facilitate the solving of the problems faced by students to meet their learning needs. Lecturer roles obviously should more proactive to ensure learning takes place in the classroom.

6. CONCLUSION

This study is expected to contribute to any existing studies on managing the subject coursework assessment. The foundation programs in private universities should focus more on how to motivate students to learn rather than spoon-feeding education to them. This will create an environment whereby students are able to take the initiative and autopilot themselves towards achieving better scholastic results. Such improved mentality will also make the students understand the nature of university environment on teaching and learning. Foundation students are better candidates to show this mindset as foundation programmes at private universities are considered as their fundamental level of university education and thus would allow room for educators to mileage and gear their minds towards autonomous and self-propelled learning; utilizing coursework assessment

**The Management of Subject Coursework Assessment for the Improvement of
Students' Active Learning in a Private Institution**

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

as a tool to measure individual capability and form plans to improve scholastic achievement. In conclusion, students should ultimately not fear the looming assessment term and harness it positively to improve individual performance. The ability to self-propel oneself to mentally forge forward academically is seen to be more important than expecting the system to drive education directly; thus shifting the roles of educators towards facilitating education rather than driving education directly.

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The Management of Subject Coursework Assessment for the Improvement of Students' Active Learning in a Private Institution

Tengku Noorainun Tengku Shahdan , Norazzila Shafie and
Dr.Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

A STUDY OF ISLAMIC EDUCATION IN PERSPECTIVE OF EDUCATIONAL POLICIES OF PAKISTAN

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ABSTRACT

This study was conducted to analyze the Islamic objectives of educational policies in term of fulfillment of the spiritual needs of children and to evaluate the contents of textbooks in term of meeting the Islamic objectives given in educational policies of Pakistan & vice versa. It is a mix method study. Due to the demand of the topic both qualitative and quantitative methods were applied. All the educational policies of Pakistan were sorted out for this purpose. Besides this contents (Islamiyat, Urdu, and Social Study) of Punjab Text Book Board from class I-V were also studied.

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

17

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Five aspects of Islamic education in perspective of educational policies of Pakistan were analyzed. Islamic education was sorted out from the educational policies and contents from Class I-V. The aspects are: Objectives, Strategies, Teacher training, resources allocation and contents. Further more the contents of Islamic education were studied under three categories: Aquaid (Beliefs), Ibadat (Worships) and Mohamlat (Dealings).

A questionnaire was developed to know the opinion of the experts of Islamic education whether the contents fulfill the Islamic objectives of educational policies or not. It was found that almost all the educational policies stress on Islamic education. Besides this, it was also found that although the contents of Islamic education and other subjects relating to Islam are sufficient for the religious needs of the children but the Islamic objectives were not achieved due to lack of implementation, lack of commitment by the government, lack of funds and political instability.

Key words: Educational Policies of Pakistan, Islamic Education

INTRODUCTION

Pakistan is an Islamic country and it came into being on the base of two nation theory which was drawn from the Islamic principle of life. It is only Muslim state which was carved on the map of the world on the base of theory. It indicates that our

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

18

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

requirements from coming generations are different from other states of the world. Thus our education system is different from that of secular system of education. Keeping these things in mind the future generation of Pakistan must be educated on Islamic lines to safeguard the national interest of Pakistan. According to Saud (1976) Islamic education has its own peculiar character, which distinguishing features are alive to the ambient practice and influence of the Quran on Islamic education.

Many efforts were made to educate the masses. The founder of Pakistan had laid foundation the education of Pakistan by organizing the first education conference in 1947. He gave a message in this conference which has helped the policy maker to formulate further policies. Commission on National Education 1959, New Educational Policy 1970 and Their Implication, National Educational Policy 1972-80, National Education Policy 1979, New Educational Policy 1992, National Education Policy 1998-2010, Education Sector Reform 2001-05 and National Education Policy 2009 were formed in the independence history of Pakistan.

Islamic education is the sum total of instructions in all branches of phenomenon and inculcation of wisdom and process of purification (First world Conference on Muslim Education, 1977; Govt. of Pakistan, 1982).

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

19

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

According to Naqib (1979) the objective of Islamic education is to produce a practicing Muslims. This end can be achieved through special curriculum and contents which can change the behavior of the students toward Islam.

The chief aim of the religious instruction is to enable the students to develop a positive way and code of life. Which combines into itself the rich heritage of past and fulfills the hope, aspiration and ideas our future. It requires a great responsibility of educator and government (Government of Pakistan, 1972). All the educational policies of Pakistan have given much importance to Islamic objective of education. Islam is not just a matter of belief, it is complete code of life wherein all sciences, economic and cultural activities and all aspect of life are to be guided and determined by the principal of Quran and Sunnah (Govt. of Pakistan, 1998).

There are three areas which cover most of the elements of Islam; Beliefs, Worship and he Dealings. There are six essential beliefs to enter in the circle of Islam. These beliefs have been stated in Iman Mufassal. To believe on Allah , His Angels, His Books, His Messengers the life hereafter and that all good and bad are from Allah (Taqdeer) are essential beliefs for Muslims (Sarwar, 2004). The belief on oneness of Allah is the basic belief and remaining five beliefs are derived from it.

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

20

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

For practicing Muslims and for adopting “Taqwa” (purification) Islam teaches us to Worship Allah. There are many ways to worships Allah. Five Essential worships for Muslims are Salah (Prayer), Sawm (Fast), Zaka (charity), Hajj (pilgrim of Holy Kahba) and Jihad (fighting for the survival of Islam).

These worships remind the Muslim that he is the obedient person and he has to face these things in from of Allah hence the Muslim purify himself through these worship.

Dealing is the third most important part of the life of the Muslim. Islam wants to create an ideal society in which there is totally peace, prosperity, and well being of the society. Islam bound the Muslim to deal to others as you want the other deal to you. There are many things included in the chapter of dealing; the important are kindness to parents, brotherhood, cooperation, talking, keeping promise, honesty, truthfulness, tolerance, kindness, justice, generosity and forgiveness.

It is observed that our young generation is going away to Islam, so it was felt why it happened. To find the reason of it this research was conducted. The researcher tried to find, either there is fault in the objectives in educational policies, or the contents are not filling the need of Islamic knowledge.

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

21

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

OBJECTIVES OF THE STUDY

1. To study the objectives of educational policies regarding Islamic education at elementary level.
2. To evaluate the contents of courses regarding Islamic education.
3. To investigate how much the course contents fulfill the Islamic objectives of educational policies if not satisfactory then what are reasons?

PROCEDURE

This research was conducted through mix method of qualitative and quantitative research. The detail of these different procedures was as under.

A: To find the objectives regarding to Islamic education following educational documents were sorted out.

1. Proceeding of all Pakistan Education Conference 27th November – 1st December 1947
2. Commission on National Education 1959.
3. New Education Policy 1969.

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

22

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

4. National Education Policy 1972-80
5. National Education Policy and Implementation Program 1979
6. National Education Policy 1992
7. National Education Policy 1998-2010
8. Education Sector Reforms: Action Plan 2001-2005
9. National Education Policy 2009

B: A questionnaire consisting of 6 close ended (five point rating scale) and two open ended statements was developed on to know the opinions of the experts regarding the Islamic education. The contents of Islamic education were studied under three categories: Aquaid (Beliefs), Ibadat (Worships) and Mohamlat (Dealings).

Islamic contents of Urdu, Islamiyat and social study of grade 1-5 were studied to know either the course contents fulfill the Islamic objectives of educational policies. For this purpose sample of fifty (50) experts (10 Ph. D in Islamic study, 10 Ph. D in Education, 20 educational managers, 20 head teachers and 40 teachers) were chosen purposively to know their opinions about the implementation of Islamic objectives mentioned in educational policies of Pakistan in contents of stage I-V. The questionnaire were distributed and received through personal visit so the response rate was cent percent.

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

DELIMITATIONS

The study was delimited to the study of educational policies of Pakistan. Education plans, education budgets and other relevant documents were not studied.

Only the Contents of three subjects (Urdu, Islamiat and social study) of primary classes (Grade I-V) were analyzed.

FINDINGS

1. Soon after the establishment of Pakistan, first education conference was held in Karachi. The message of founder of Pakistan has laid foundation of all education policies of Pakistan. In this conference Islamic education was given preference but Islamic objectives of All Pakistan Education Conference 1947 were not achieved

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

due to lack of proper strategies and growing political instability as well as lack of financial and skilled human resources.

2. In commission on national education 1959 strategies, curriculum and teacher training were given to achieve the Islamic objectives but no separate resources were allocated in this regard. The desired results were not achieved due to lack of proper planning and implementation.
3. In New Education Policy 1970, no proper strategy for teacher training was given to achieve the Islamic objectives. This policy was not implemented due to political instability.
4. In the Education Policy 1972-80, strategy and curriculum were given properly but nothing was given especially in the area of teacher training and resources.
5. The National Education Policy 1979 contains all the essential measures of Islamic education. The curriculum was under taken and the efforts to Islamization of contents at all level were initiated.
6. The National Education Policy 1992 was not implemented due to change of the political scene of the country.
7. The National Education policy 1998-2010 contains all the essentials to achieve the desired results regarding Islam but no separate resources were allocated in this

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

25

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

regard. With the change of the government, the policy was also passed through crises.

8. In Education Sector Reforms 2001 no ideological elements had been included, nothing was proposed in this respect.
9. In new educational policy 2009, Islamic objectives was given due importance but no proper strategy is given there to achieve the Islamic objectives of education. Besides this no separate fund was proposed for the purpose.
10. Eighty percent (80 %) respondents agreed (50 % strongly agree and 30 % agree) that the learning material and the contents were sufficient to achieve the Islamic objectives provided in educational policies.
11. Seventy percents (70 %) experts agreed (35 % strongly agree and 35 % agree) that the courses of Islamic studies were sufficient to lay foundation for Islamic belief.
12. Ninety percents (90 %) experts agreed (50 % strongly agree and 40 % agree) that the courses of Islamic studies were sufficient to lay foundation for Islamic worship.
13. Eighty percent (80 %) responses favoured (45 % strongly agree and 35 % agree) that the courses of Islamic studies were sufficient to lay foundation for Islamic dealings.

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

26

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

14. Eighty percent (80 %) experts agreed (30 % strongly agree and 50 % agree) that the courses of Islamic studies were sufficient to provide activities to learn Islamic way of life.
15. Seventy percent (70 %) experts (40 % strongly agree and 30 % agree) that the courses of Islamic studies were sufficient to provide a base for developing religious attitudes in the mind of the children.

RESULTS AND DISCUSSION

Reviews of educational policies show that some educational policies were not implemented at all due to political instability and change of government. The remaining policies which were implemented, could not meet the set targets due to commitment gap and implementation gap (Government of Pakistan, 2009). The other possible reasons may be the poor infrastructure, poverty, less consumption on education (about 2 % of GDP), untrained teacher, political immaturity and too big targets were the main reasons of not attaining the targeted goal of educational policies. The same was the case with the Islamization of education. Mostly educational policies have formulated the Islamic objectives of educational policies (as we Muslim believe that preparation of good practicing Muslim is the first and foremost objective of

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

27

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

education) but either the resources were not located for this purpose or implementation strategy was not given in education policies. Beside this, neither new teachers for teaching Islamic education were appointed except Khyber Pukhtoonkhaw nor were existing teachers trained for the said purpose.

Opinions of Expert of Islamic education indicated that the contents of syllabee books (Classes I-V) were sufficient for overall Islamic growth of children. Imaniat (6 essential Faith of Muslim), Ibadat (worship to Allah as prayer 5 time a day, fast during month of Ramzan etc.) and Moamlat (dealing with other people as truthfulness, good behavior etc.) were given due place in contents. These things are sufficient for preparing Muslim society. It means that to fill the commitment and implementation gap, we may be able to prepare the good practicing Muslim which may be helpful for global peace and good name of Pakistan in the nation of the world.

RECOMMENDATIONS

On the base of findings, following recommendations are given:

1. A New comprehensive education policy may be developed that focus on all areas of the demand of the people. It may contain all the chapters along with the chapter of Islamic education.

A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

28

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

2. Separate resources may be allocated for Islamic education in the country.
3. Strategy may be developed to implement the education policy especially for Islamic study.
4. Separate cadre of teacher of Islamic study may be introduced.
5. Training for teaching of Islamic study may be arranged for existing teachers to teach Islamit.
6. Contents of Islamic education may be standardized according to the opinion of experts of Islamiat.

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A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

29

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House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

30

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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A Study of Islamic Education in Perspective of Educational Policies of Pakistan

Safdar Hussain and Ziarab Mahmood

www.hopejor.tk

32

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Table 1: Statement Wise Responses

Sr. No.	Statements	SA (%)	A (%)	UD (%)	DA (%)	SDA (%)
1	The volume of contents and learning material is sufficient for the 1 st five years education to achieve the objectives provided in educational policies.	50	30	--	10	10
2	The courses of Islamic study developed for classes I-V are sufficient to lay foundation for Islamic belief.	35	35	10	20	--
3	The courses of Islamic study developed for classes I-V are sufficient to lay foundation for Islamic worship.	50	40	--	10	--
4	The courses of Islamic study developed for classes 1-5 are sufficient to lay foundation for Islamic dealings.	45	35	10	--	10
5	The courses of Islamic study developed for classes 1-5 provide sufficient activities to learn Islamic way of life.	30	50	10	5	5
6	The contents of Islamic education in curriculum at primary level are sufficient to provide a base for developing religious attitudes in the mind of the children.	40	30	5	15	10

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

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ABSTRACT

Numerous open universities were established around the world in the late 1960s and early 1970s. Lessons learned by these pioneers have culminated in a discipline within the colleges of education as Instructional Technology. Hundreds of universities in the United States offer graduate programs that train the students in designing and delivering instructions from a distance. Online programs succeed if they provide the skills and tools perceived as essential by the learners, and delivered at times and places that fit the students' lifestyles. Effective online education is truly learner based. This paper reviews the recent trends in online course offerings and revisits a generic course design model developed in the 1970s for distance learning. The author proposes adjustments to the old model for online content development that may be more relevant in 2012. The model presented here covers areas such as syllabus, instructional materials, use of technology, and evaluation of learner performance.

Keywords: *Distance education, Online education, Instructional Design, Course Design*

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

INTRODUCTION

In the early 2010s, as the U.S. economy struggles with a decade-long recession, higher education institutions, private and public, search for innovative methods to attract students. Since all universities rely on tuitions, and formula funding based on enrollment and completion rates, competition for students is beginning to resemble the battles for market share in industries such as breakfast cereals and soft drinks.

Imitating the success of some private institutions that thrived on distance and online programs in the 1980s, nearly half of all traditional universities have entered the cyber education arena (Ward, 2012). While thirty years ago, distance and online education were the “gold rush”, at present these are more of a “reaching for a straw”. Distance and online education serve an important role by providing an opportunity to those unable to attend traditional universities, and those needing a second chance at higher education.

This paper attempts to take on three charges. Firstly, it outlines the rationale for the recent avalanche of online offerings. Secondly, it offers a brief history of distance and online education. Thirdly, it revisits a tried and tested course design model for distance learning.

Universities are not what they used to be. This is neither good nor bad, as long as the students are provided the opportunity for learning, comprehension, reflection, and application during their course-work, and are sent out as ethically and professionally prepared to take their places in the society. This, obviously, is no simple task. It involves

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

team-work several players – the university administrators, the teachers, the students, and the community at large.

More and more, the administrators in state-supported, post-secondary, educational institutions are shifting the universities from places that are supposed to disseminate knowledge to operations that generate profits. Buzz words and phrases that the failing American businesses such as the auto industry, the steel industry, and the manufacturing industry borrowed during the 1970s from the success of the Japanese industries have crept into the academe. For instance, terms such as *lean operation*, *efficient space utilization*, *inventory reduction*, *streamlining*, *seamless transition*, *total quality management*, *outsourcing*, and *value-added*, have become a part of the academic administrators' new vocabulary (Bloom, 1987; Leaming, 2007). In an effort to run "leaner" operations, the changes are made that impact the quality of instruction; changes that cut beyond cutting on waste, duplication of effort, or unnecessary bureaucracy.

Universities, instead of providing liberal arts education have taken on the task of technical colleges and professional training centers. Instead of concentrating on a few areas of study and providing superior quality instructions, the universities are trying to attract the largest numbers of students by casting the widest possible net.

"The college is an agency of culture, not an agency of learning which can be useful for earning one's livelihood." Charles F. Thwing, President, Western Reserve University,

More and more, the students are coming to universities, not so much in pursuit of knowledge, but to prepare for trades and jobs (Littlefield, 2012). For some of the students, the availability of online courses and degree programs may render campuses and traditional college-experience as outmoded.

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Global recession is impacting the institutions of higher education in a number of ways, some positive, some negative. Historically, in times of high unemployment, the universities experience an increase in enrollment. It is commonly based on two factors. 1. People that lose their jobs return to college for advanced degrees or for updating their previous training. 2. People that are unsuccessful in securing a job after a degree, not wanting to waste any more time on job-hunting, may decide to continue with more course-work or a higher-level degree. Traditionally, high unemployment is usually a good thing for graduate programs. However, most universities rely on their undergraduate programs for their financial survival.

In our current economic downturn, every year, significant drops occur in corporate giving and endowments. Every year, less and less funds remain available as guaranteed student loans, scholarships, and grants (Ward, 2012). As unemployment soars upwards, parents find it more difficult to pay for their children's college expenses. As the jobs evaporate or get exported, students become discouraged about their chances of getting employment after four or five years of investment in college education. Due to these reasons, fewer students are entering colleges. Those that do decide to attend, seek "bargain price" institutions, or opt to attend as part-time students juggling jobs and classes. From the 1950s to the 1980s, American universities experienced a steady increase in enrollment. American higher education, especially, post-baccalaureate education in sciences was sought by students from around the world. At the end of 1990, in 3400 institutions of higher education in America, more than 15 million students were attending. Of these, nearly half a million were international students.

Due to geo-political shifts, and economic recession, there has been a decline in the inflow of foreign students. Australia, Japan, Great Britain, and Asian countries are

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

attracting increasing numbers of foreign students. Since the formation of the European Union, a large number of potential European students remain within Europe.

In addition to contributing to a multicultural environment on a college campus, the foreign students were a significant source of tuition revenue. These students paid more than the out-of-state students. International students made up, for many graduate programs around the country, the majority of students. Without the revenue from the international students, some of the graduate programs would have found it difficult to sustain their graduate faculty, their research agenda, and their undergraduate teaching. Graduate students carried substantial undergraduate teaching load, especially in the labs in sciences, engineering, and computer sciences.

In the 1980s, nearly 66 percent of the funding for state-supported institutions came from the local and state governments. By the end of 2010, the support dropped to slightly over 50 percent. Outside funding used to make up for 45 percent of revenue for the universities. In 2012, the gifts, endowments, and other contributions total to only 33 percent of the revenue for the institutions of higher education.

Since public universities are funded based on enrollment and credit-hours production, a decline in enrollment translates directly into a lower state subsidy. To make-up for the loss in state support, the universities use several strategies. Some of these include: increasing the tuition, increasing the caps on class sizes, and reliance on part-time and adjunct faculty. Generally, an increase in tuition is likely to drive the students away; larger size classes carry the risk of lower quality instruction; part-time and adjunct faculty are often times neither committed to the academic institutions nor the students.

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Education that was once seen as the great equalizing force in the American culture, due to tuition hikes, is turning into a stratifying factor (Rooks, 2012). It is this author's position that education may not be allowed to become an industry where "goods" are manufactured at the lowest possible cost and sold for the highest price that a market would bear. Education ought to remain a constitutional right and not a commodity.

BRIEF HISTORY OF DISTANCE AND ONLINE EDUCATION

Historically, in 1874, Illinois Wesleyan University was the first to offer undergraduate and graduate degrees through distance education. It was the Chautauqua movement in early 1880s that provided the push to correspondence education.

1890 marks the beginning of distance education in Great Britain when International Correspondence School (ICS) began its operation by offering non-credit courses that could be taken without leaving home, or without disrupting work schedule. Soon after its inception, ICS began offering preparatory courses leading to "O" and "A" level certificates –the entrance requirement for university education in Great Britain. Correspondence courses, offered by ICS, were heavily dependent of the postal service for delivery of textbooks and reading materials that were mailed to the students. The students mailed back the required assignments to their tutors. The graded assignments and the next lesson/s were mailed back to the student. At the successful completion of all the lessons (units), the students were mailed their certificates.

For motivated learners who did not care to earn a university degree, correspondence courses were an ideal approach for accessing somewhat formal instructions in areas of interest, and sometimes areas that were useful in their trade.

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

However, it took quite a while before certificates from outfits such as ICS were taken seriously by the employers. There were two main criticisms of such courses. Firstly, there was no way of knowing if the actual student did the assignments. Secondly, the rigor in evaluating the students' work was questionable. The solution came in the form of formal exams held at predetermined locations and supervised by outside invigilators. Final exams were set and marked by examiners other than those who evaluated the unit assignments. These two adjustments brought correspondence courses closer to the formal evaluation system used by the schools and universities in England.

Clearly, prior to an efficient and reliable postal service, correspondence mode of education would not have been possible in Europe or the United States. However, two additional factors were equally important for the success of a distance education model: One, it took a truly dedicated students to complete the courses, and two, since a student did not have direct and immediate access to the teacher or other students, the study materials needed to be *rewritten* for the "lone learner". This marked the beginning of instructional technologists – people that were not necessarily subject experts, but could guide the subject experts in rewriting the study materials, self-assessment tools, and other study aids.

Prestigious universities such as Massachusetts Institute of Technology, Stanford, University of California - Berkeley, Carnegie Mellon and University of Utah are offering free online course (Ward, 2012; Youngberg, 2012). Anyone with an access to a computer and the internet can sign up for a course and download the lessons and self-evaluation materials. While most of these free courses do not result in university credit, many of the free courses can be taken for credit. However, these universities without walls are nothing new (Matthews, 1999).

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Already in 1968, the Open University in Great Britain, first of its kind in the world, began offering courses leading to a degree. The Open University courses relied on the postal service to deliver the study materials to the students, and used radio and television broadcasts to augment the written texts. At present, the British Open University offers courses leading to baccalaureate, masters, and doctoral degrees (Curran, 1997).

In 1973, a second such university, The People's Open University, was created in Pakistan. This university began offering courses in 1974. Its first offering was a 7-unit package called Primary Teachers' Orientation Course (PTOC). It consisted of especially prepared texts, and weekly radio and television programs (Zaki, 1976). At present, the Open University in Pakistan has more than 1.5 million students enrolled in formal and non-formal programs.

With the success of Open University, UK, and People's Open University (renamed as Allama Iqbal Open University in 1978), Pakistan, many other countries such as Brazil, Iran, Israel, and India followed suit and started open universities. In 2012, forty-six countries have established open universities. More than half of all American universities offer some variation of distance education. The private forerunners in distance education, online education, and credit for life-experience institutions are University of Phoenix, Walden University, Pacific Coast University, and Kaplan University.

Unlike the United States, university education, for most other nations, was primarily the responsibility of the state. However, with a global shift towards privatization, private universities, some non-profit, some, run-for-profit, are entering the higher education arena in all corners of the world offering, formal, non-formal, traditional, technical, and professional programs.

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

While some schools (Carnegie Mellon, MIT, and Stanford) can afford to offer free online courses, and some schools (Phoenix, Walden, Kaplan) offer online programs to make a profit, for most universities, the attraction of online offerings is two-fold: one, it is an opportunity to serve more diverse populations, and two, to generate additional revenue. Once the materials for an online course are developed these can be run an unlimited number of times and offered to an unlimited number of students in all parts of the world. Hence, online courses have the potential of becoming “cash cows” for some institutions. By the end of year 1990’s, more than half of the universities in the United States were offering distance education courses (Lewis, Farris & Alexander, 1997).

PLANNING DISTANCE EDUCATION

Traditionally, the planning of a face-to-face, classroom course goes through four stages: (i) identification of the course content, i.e., the curriculum, (ii) selection of an appropriate text, (iii) classroom instruction that covers the curricular goals with the help of the textbook, and (iv) course evaluation. The first three areas are presented in Figure 1.

(Please insert figure 1 about here.)

Figure 2 presents the possible mismatch between a curriculum and a chosen text. Areas from the curriculum that are left out by the textbook, and new material introduced by the text that was not intended in the curriculum causes, what this authors labels as “blind spots” for the learner. More often than not, classroom instructions cover most of the textbook, and not the intended curriculum. Classroom instructions may or may not cover the entire textbook or the intended curriculum. This mismatch may create additional blind spots.

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

(insert Figure 2 about here)

The overlapping of instructions, the textbook, and the curriculum are reflected in Figure 3. The evaluation (the final exam), depending on who designs it, is likely to cover some of the curriculum, some material from the text, and some from the actual classroom instructions. If exams are set by outside examiners, the curriculum and the textbook may take priority. If, however, exams are set internally, the classroom instruction and the textbook take priority and the intended curriculum is shifted in the background. For the learners, it becomes a game of chance carried out often by players unknown to the test takers. In Figure 4, the circle with a grey outline representing the coverage in the summative evaluation is superimposed on figure 3 – curriculum, text, and instructions.

(insert figures 3 and 4 about here)

As distance education programs grew in popularity and various audiovisual media became available to course designers, elements such as formative self-assessment, pictures, and audio recordings became essential components of distance education packages. The experiences of the Open University, UK, and the POU in Pakistan, demonstrated that to serve the individual learners the course developers needed to rewrite the text materials and augment the texts with audiovisual aids. The reader may recall that this was occurring in the 1970s, long before the advent of the personal computers and the internet. The delivery of the course materials depended on the postal service and the graphic materials were imbedded in the texts developed for each unit/lesson. Units were further supported by weekly radio and TV broadcasts.

A model that evolved at the People's Open University, Pakistan, is presented in Figure 5. The outer circle represents the curriculum. The smaller circles are the various

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

units that cover various sections of the curriculum. The squares represent the graphics materials incorporated in each unit. The two oval shapes represent the materials covered in radio and television broadcasts. The aim is to cover the entire curriculum incorporating the appropriate audiovisual media.

Once the course materials were developed and most of curriculum content is covered by various alternatives, the self-assessment was designed that matched the units' content. Rectangles in Figure 6 represent the overlap of self-assessment over various elements of the instructional materials. It is relatively simple to design summative evaluation that would perfectly overlap the circle (Figure 6) and its content. This model not only provides a near-perfect match between the curriculum, the instructional materials, and the evaluation, but also eliminates the risk of blind spots that may be possible due to discrepancies between the course content and the textbook content (Rehman, 1993).

EVALUATION

Theoretically, learning should continue to occur even during assessment. Even if, at the end of a semester, the students are required to come to a designated test center to take the final examination under supervised conditions, other assessment tools such as quizzes, short essays, term papers, and even other exams taken at home during the term are the equivalent of "open book" tests. Overlapping of material in self-assessment exercises is presented in Figure 6. The rationale for self-assessment is to reinforce the learning of the intended content. The purpose of the feedback on tools of formative evaluation is to help the learner understand and master the material. Hence, test items on self-assessment exercises are aligned with unit objectives and provide detailed explanation about the kind of errors in reasoning, understanding, and procedures that may lead to incorrect choices on

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

multiple-choice items. As learners work through the assessment material mastering each objective, they gain more self-confidence about the materials. This eventually translates into less anxiety and better score come the finals time.

Although millions of students are participating in online learning, and reputable college are offering online instruction, the fact remains that many employees are reluctant to hire candidates with non-traditional degrees and course-work (Capra, 2011, Youngberg, 2012). While for some students, online education maybe the only option, and for some universities, there may be a legitimate reason (reaching populations in remote areas) for offering online programs, this mode of education is neither a true substitute for the campus experience nor a justification for exploitation of students. While research on online education suggests that the numbers of students and institutions involved are growing, there is little evidence about the quality and credibility of online programs. Nor does distance education offer remedies for low enrollment, high dropout rate and shrinking revenues. However, if the content is well-structured, challenging, and exciting, if it is integrated with sounds and visuals that further enhance the concepts of a lesson, if the self-assessment aids are valid and helpful, the students will complete the units, and move on to the next course in a sequence. On the other hand, if the quality of online materials is inadequate for an individual learner, if the supporting materials are only peripherally linked to the written texts, the students will soon lose interest and drop out. Were such a scenario to play out, the reputation and credibility of a program may easily and seriously damaged. In our current times of Twitter, Facebook, and other social media, it would take very little time for the negative word-of-mouth to spread and cause irreparable damage to a program.

ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

It is tempting to assume that online course can be an easy source of additional students and revenue. The path of online offerings is not paved with gold; instead, there are numerous bumps, potholes, and landmines along the way. Distance education may no longer be the road less travelled; it is, however, a course that should be undertaken with great deal of caution and preparation.

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ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

Prof. Dr. Sharaf Rehman

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House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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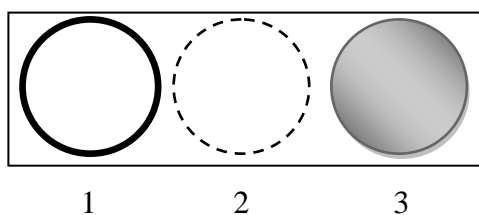
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ONLINE COURSES: A BRIEF HISTORY AND LESSONS FROM THE PAST

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Figures

Figure 1

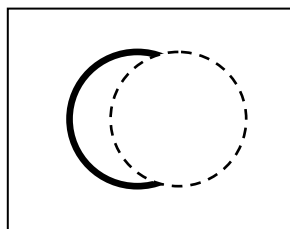


1 = Area covered by curriculum

2 = Area covered by the textbook

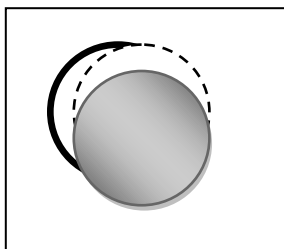
3 = Area covered by the instruction

Figure 2



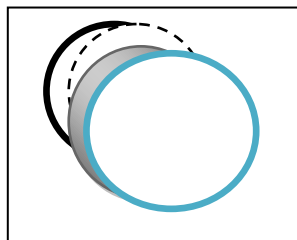
Mismatch between coverage of curriculum and textbook

Figure 3



Mismatch in curriculum, textbook, and instructions

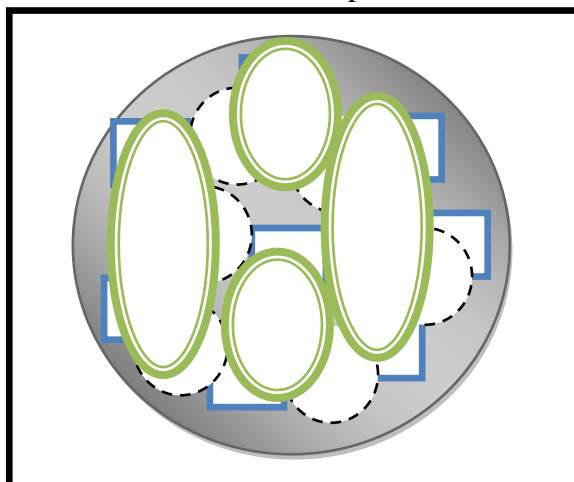
Figure 4



Mismatch in curriculum, textbook, instructions, and area covered in the evaluation represented by the outer gray circle.

Figure 5

POU Course Development Model



Curriculum: Outer grey circle

Units: white squares

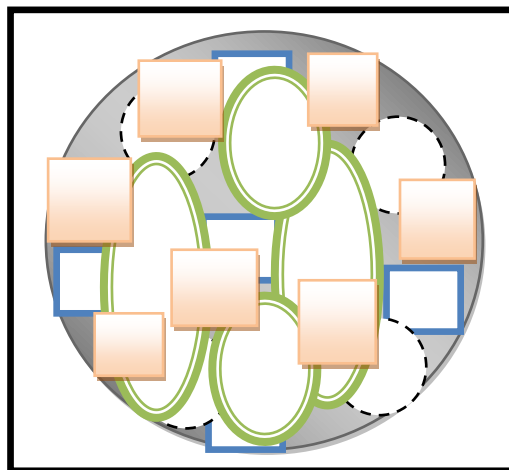
Graphic material: White circles

Radio & TV programs: Oval shapes

Figure 6

POU Course Development Model

Self-assessment units may be positioned over any area/s



A COMPARATIVE STUDY OF MANAGEMENT STYLES OF MALE AND FEMALE HEADS AT SECONDARY SCHOOLS LEVEL IN ISLAMABAD

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ABSTRACT

No doubt leadership style plays an important role in educational management for bringing about change in circumference of educational institutions, which will make learning more effective of higher quality for all. The present study was designed to assess the situational management styles of the heads of the institutions at secondary schools level in Islamabad Capital Territory, Pakistan. For this purpose, 50 (25 males, 25 females) secondary schools were selected randomly. All the head of selected secondary schools were taken as sample while 2 secondary school teachers were taken from selected school

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

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67

conveniently. A questionnaire consisting of 35 items on Likert scale was constructed and pilot tested. The reliability of the instrument was 0.79(cornbach alpha). Data was collected and analyzed by using mean score. The main findings of the study were: the female heads of the institutions were more careful for the tasks of achieving the objectives of the school. There was no significant difference between the management styles of the male and the female heads of the institutions concern for the people. There is a difference between management styles of the male and female heads of the institutions. It is recommended that the heads of the institutions need special training to meet the ground realities of the situations besides this, there should be motivational incentive for heads of the institutions to motivate them to work their best.

Key words: management styles, heads of the institutions, concern for task, concern for people.

Introduction:

The past and present history is full of management competence. Our forefathers erected huge mansions, watercourses and caravan routes. They knew well as how to manage and be managed. At present national and multinational organizations are visible

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

www.hopejor.tk

68

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

and viable because of management system. Management is the obligation of executives and necessity of managers in order to make organization grow and prosper. The main purpose of management is to achieve the objectives of the organization. According to Reddy (2004, p.1), "Management is the process of designing and maintaining an environment in which individuals working together in the groups efficiently accomplish selected aims." It is well known that no organization can be run without management. Organization are social in nature, established to achieve some common objectives. "Organizations are social units deliberately constructed and reconstructed to seek specific goals." (Bhoomireddy, 2004, p.8)

No organization or institution can work effectively without proper management, to achieve the set objectives of education, school management is required. Educational management is an active aspect and an important area of the field of education. There is close relationship between the management of education and the purposes of schools. Education serves the society and management has to do with the education. "Educational management plays vital role in the qualitative and quantitative improvement in educational system in the country. Effective management is the pre-requisite for bringing the

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

www.hopejor.tk

69

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

educational systems to meet the challenges of modern era and constant changing scenario.”

(Shami, 2006, p.1)

Head of the institution is the immediate manager and leader of the school teachers. He or she is not only responsible for the higher efficiency and productivity of his or her school but also the take care of the professional requirements of the staff members. There should be a balance between the production and people orientation. The heads of the institutions perceive themselves showing cordiality towards their teachers, which sometimes is nullified by the teachers. “It is widely recognized that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by the school management.” (Goal, 2005, p.1)

Management practices directly affect the performance of the teachers. This is a matter of influence. Democratic style is, many a time, considered the best one where the management affairs are shared among the teachers and principals. According to (Shami, 2006) Authoritative heads of the institutions do not share their management affairs and are not ready to invite their staff members in the decision making process.

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

www.hopejor.tk

70

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

There are three levels of management upper , middle, and lower. Upper level management in education include; policy makers, planners and education directors. They only prepare the educational policy and make arrangements to implementation. In middle level management, head of the institutions are included. And in lower level management, the teachers are involved.

In this study the researcher was concerned with the middle and lower level of management. The heads of the institutions depend upon teachers to implement the policy for gaining the specific objectives. To do this he or she adopts different management styles according to situation. The best known model of situational leadership was developed by Paul Hersey and Ken Blanchard, the management guru who later became famous for his “One Minute Manager” series (Reddy, 2004). They created a model of situational leadership that allows one to analyze the needs of the situation, and then adopt the most appropriate leadership style. The managers knew this model and have been applying it over the years because it is simple to understand, and it works in most environments for most subordinates like teacher in schools.

Statement of the problem:

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

www.hopejor.tk

71

The study was focused to assess the management style of secondary school heads in Islamabad Capital Territory. It also compared the management styles of male and female heads at secondary schools level in Islamabad Capital Territory.

Objectives:

The following objectives were framed for this research study:

1. To assess the situational management styles of the heads of institutions on Hersey and Blanchard's situational management model.
2. To compare the management style of male heads verses female heads.

Population:

All the heads of the secondary schools working under the umbrella of Federal Directorate of Education in Islamabad Model School of Islamabad constituted the population of the study.

Table 1.1: The Summary of Secondary Schools by Location and Gender

Gender	Urban	Rural	Total
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*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Male	17	27	44
Female	18	32	50
Total	35	59	94

Sample:

In this study 50% secondary schools (25 males+25 females) of the target population, were selected by using Stratified random sampling from both male and female federal government secondary schools in Islamabad with equal representation. The schools of urban areas as well as schools of rural areas were selected to make the sample as representative as possible.

Table 1.2: The summary of the selected sample secondary schools by location and gender

Gender	Urban	Rural	Total
Male	11	14	25
Female	11	14	25
Total	22	28	50

A Comparative Study of Management Styles of Male and Female Heads at Secondary Schools Level in Islamabad

MUHAMMAD BASHARAT

www.hopejor.tk

73

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Table 1.3: The summary of the sample heads and teachers by location

Respondents	Urban	Rural	Total
Heads	22	28	50
Teachers (Basic Scale-16)	22	28	50
Teachers (Basic Scale -14)	22	28	50
Total	66	84	150

Sources of data:

Researcher personally visited the sample schools to collect the data through questionnaire about the management style of the heads of the institutions of the federal government secondary schools in Islamabad Capital Territory.

Instruments for collecting data:

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

www.hopejor.tk

74

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

The research instrument for collecting data was questionnaires. Two same questionnaires consisting 35 close ended statements (20 task-oriented, 15 people-oriented) were developed on five point Likert rating scale from always to never were included in it. One for heads and second for teachers to know the management styles of the heads.

Table 1.4: Items related to each major area of the study

S#	Nature of items	No. of items
1.	Task-oriented	20
2.	People-oriented	15
Total		35

Validations of instruments:

Pilot testing:

After preparing the questionnaire on the basis of existing literature and studies along experts' opinions, these were distributed among 10% of the target population.

Improvement and finalization of instruments:

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

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75

The questionnaire was revised in the light of feedback received after pilot testing.

Analysis and interpretation of data:

The data was tabulated, analyzed and interpreted in the light of objectives of the study. For analysis of data, mean scores were used as statistical tools.

Table 1.5: Assessment of management style of male heads

Respondents	Task-orientation	People-orientation
Heads of the institutions	3.8	3.8
Teachers (BS-16)	3.6	3.5
Teachers (BS-14)	3.6	3.6
Average	3.7	3.6

According to the Hersey and Blanchard's situational model when the teachers can do the job and is motivated to do, then the leader can basically lead them to it, trusting them to get on with the job (Reddy, 2004). Teachers at this level have less need for support or frequent praise and heads of the institutions should focus on low task and low relationship and perform his/her role as delegating, but in this study he is performing his

role as selling which was not needed. Although the management style of the heads is high in the context of task-orientation and people-orientation but not according to the situation.

Table 1.6: Assessment of management style of female heads

Respondents	Task-orientation	People-orientation
Heads of the institutions	4.1	3.9
Teachers (BS-16)	3.8	3.5
Teachers (BS-14)	4	3.7
Average	4	3.7

According to the Hersey and Blanchard's situational model when the teachers can do the job and is motivated to do, then the leader can basically lead them to it, trusting them to get on with the job. Teachers at this level have less need for support or frequent praise and heads of the institutions should focus on low task and low relationship and perform his/her role as delegating, but in this study he is performing his role as selling which was not needed. Although the management style of the heads is high in the context of task-orientation and people-orientation but not according to the situation.

Table 1.7: Mean difference in management style of male and female heads (concern for task-orientation)

Gender	Strength	Mean
Male	25	3.712
Female	25	3.944

The table indicates that the mean score of female heads is greater than the male heads which mean that the component of concerning to the task is greater that of male heads and a visible difference is seen there. So the female heads are more careful for the task and objectives of the school.

Table 1.8: Mean difference in management style of male and female heads (concern for people-orientation)

Gender	Strength	Mean
Male	25	3.652
Female	25	3.654

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

The table indicates that there is no significance difference between the mean score of female heads and the male heads it means that the male and female heads are equally treating to their team members.

Findings:

1. The female heads of the institutions were more careful for the task and achieving the objectives of the school.
2. There was no significant difference between the management styles of the male and the female heads of the institutions concern for the people.
3. There is a contradiction in management styles of the male and female heads of the institutions which were not performing according to the situation.

Recommendations:

1. The heads of the institutions need special training to meet the ground realities of the situations hence it is recommended to the Federal Directorate of Education Islamabad to arrange training with collaboration of Academy of Education Planning and Management Islamabad to equip the secondary school heads with latest managerial skill.

*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

www.hopejor.tk

79

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

2. Federal Directorate of Education Islamabad should introduce motivational incentive for secondary school heads like advance increments, performance certificate and cash prize etc.

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*A Comparative Study of Management Styles of Male and Female Heads at
Secondary Schools Level in Islamabad*

MUHAMMAD BASHARAT

www.hopejor.tk

80

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

English for Academic Purpose: Problem and Argument in

Conceptualizing its Role in Academic

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ABSTRACT

Learning a second language is a complex responsibility; language is a dynamic phenomenon and a system of arbitrary conventionalized verbal, nonverbal and written communication. English for Academic Purpose is an International language with a remarkable scope. It is considered to be one of branches of English for Specific Purposes. The fact that language is used for a specific purpose does not mean that it is a special form of the language; there are some features distinctive of a particular context of use and which the learner meets in the target situation. English for academic purpose the study of

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

81

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

languages focuses on the aspects of lexical, translation and discourse analysis representing a combination of linguistics and methodology of teaching foreign languages (L2). This paper highlights some features of the modern academic life as how communication practices disclose diverse ways of constructing knowledge and engaging in teaching and learning.

Key words: English for Academic Purpose, language, problem, argument, academic.

Introduction: In recent years, English as a language of workplace has increased in quantity such as becoming an established and important area of applied linguistics and to communicate effectively in foreign languages it requires professionals and specialists in various areas. The success is conditional on their ability to manage language and cultural barriers, i.e. on the language skills and competences with respect to their professional areas. The number of people use English for their international communication is increasing; hence, English is often referred to as lingua franca or global language (Crystal, 1997). Based on Widdowson (1997), we may assume that English, being used this way, is always the language for specific purposes. Alcaraz-Varó (2000) rested his view on the

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

82

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

opinion of Widdowson (1998: 4), who stated that “All language use is specific in a sense”, so that language serves a specific purpose wherever it is used.

Johns and Dudley Evans (1991) have noted, “For most of its history, ESP has been nominated by English for Academic Purposes... (and it) continues to dominate internationally.” (p.306). Elsewhere, Dudley- Evans (1998) has described that journal as being ‘dominated by EAP. It’s because EAP practitioners work in academic culture, where research and intellectual enquiry are encouraged. The fact that language is used for a specific purpose does not mean that it is a special form of the language; there are some distinctive features i.e. particular context of use and which the learner meets in the target situation. EAP as a pedagogic enterprise is focused upon the specific language appropriate to the target discipline and activities. EAP over past twenty years from being a branch of English for specific Purposes; today is a major strength in English language teaching around the globe. It has evolved rapidly drawing its strength from a variety of theories to a research based language education. According to Strevens (1988) the rationale of EAP is based on following claims: Being focused on the learners need, its relevant to learner, it is successful in imparting learning, its more cost effective than General English. This paper highlights some features of the modern academic life as how communication practices

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

83

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

disclose diverse ways of constructing knowledge and engaging in teaching and learning. As a result, EAP is accountable in developing theory and innovative practice in teaching English as a second language that will assist the learners to develop language proficiency.

Language Description

The study of languages dealing with specific fields of human activities can be seen from different perspectives and with a trans-disciplinary approach. Hutchinson and Waters (1987) said that, language “exists because people do things with it: they give information; they promise; they threaten; they make excuses; they seek information; they classify; they identify; they report. Language, in other words, can also be looked at from the point of view of function, that is, what people do with it.” EAP has been defined as a pedagogic enterprise focused on specific language appropriate to the target disciplines. A number of stages in language description work in EAP.

The first is register analysis as stated by Barber (1962), ‘Some measurable characteristics of modern scientific prose’ Register analysis is purely descriptive and not explanatory. The aim of register analysis was to identify the grammatical and lexical features of the different

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

84

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

specific varieties of English. Linguistic varieties that are controlled by occupations, professions, or topics are called registers. The register of journalism, for example, differs from the register of sports, which varies from the register of law and the register of engineering, and so on. It is vocabulary that usually characterizes and distinguishes one register from another. There are two aspects of vocabulary we need to mention here. First, registers use specific words that no other registers may use. Secondly, registers use words in senses, which no other registers use. Registers are special case of a particular kind of language being produced by a social situation. Register analysis was overtaken by new approaches as some of the criticism made of the register analysis approach took into consideration that it merely described the indexical features in which a language system is manifested but did not tell how language system is used as a communicative activity nor provided insights how information is structured in a particular variety.

Pragmatic analysis had developed before contextual analysis. Instead of starting with a given linguistic form and seeking out its specific uses, pragmatic analysis starts with a particular rhetorical function and investigates the linguistic forms through which the particular function is realized. In the recent years it has become more sophisticated by the use of computer. Large corpora of text can be used to search a specific forms making

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

85

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

reliable quantitative analysis more feasible. The second stage was modified to see how sentence were combined to form paragraphs and discourse, it was a level above the sentence. In Discourse analysis the main concern is preference of certain linguistic features, and its affect on the kind of statement made in each case and how these sentences are combined in discourse to produce meaning and how the findings could be applied to pedagogy.

Swales (1990) and Bhatia(1993) developed a more focused analysis, which has become a actual industry in EAP research, it is the genre analysis an alternative approach to satisfy the need for text specificity. A genre is a particular communicative purpose recognized by discourse community and is judged effective to the extent that it can ensure pragmatic success in the business it is used. It is a form of situated cognition that continues to develop as we participate in the activities of the ambient culture. The model, discussed in Hyland (2005), shows how interaction is achieved by writers acting as members of different communities and how the rhetorical preferences of these communities provide writers with different sets of options for constructing both themselves and their readers. With the expectations of the subject teachers, by making rhetorical choices which evaluate both their arguments and their audience's, writers need to connect themselves with the

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

86

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

systems of their discipline in English for Academic Purposes courses. Therefore the genre studies have opened an interesting line of research since they have been taken as the basis for teaching technical writing in different institutions and communities. Linguistics issues though cannot be dealt with in the same way as an experiment carried out in science or medicine. Therefore inter disciplinarily should be considered as an important point when students are given task to perform in relation to other discourse community. Douglas (2002) also argued that the language used in the different academic, vocational, and professional fields has become very precise. This means that communicative functions in those fields have become specific in terms of syntax, morphology, semantics, phonology, vocabulary, and discourse to the extent that for anyone who is outside those fields, the language used by them may seem like an unsolvable mystery. The students learning needs have a meticulous focus in the challenges to communicative competence presented by disciplinary-specific study, by modes of teaching and learning, and by changing communicative practices within and outside the University.

English for Academic Purpose and changing framework

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

87

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Ypsilandis and Kantaridou (2007), EAP “refers mainly to the academic needs of students and of future professionals who would seek a career in the academic environment” and English for Professional Purposes (EPP) refers to “the actual needs of (future) professionals at work”. Globalization of higher education has been accompanied with the growth of English as the leading language for the propagation of academic knowledge; it has had a prime impact in binding the profession of academicians to their competence in English. Students have become more and more diverse, particularly in terms of their cultural and linguistic background. There is evidence across the academic arena that disciplines present changing form of communication that students must master to succeed.

As commented by Dudley-Evans (2001), EAP often tends to be a practical affair, and these areas are typically understood in terms of local contexts and the needs of particular students. But while it involves syllabus design, needs analysis and materials development, it is more theoretically grounded and research informed enterprise than these kinds of characterization suggest. More specifically, current EAP aims at handling descriptions of language use in the school and college and proficiency levels, incorporating and often going beyond immediate communicative framework to understand the nature of disciplinary knowledge. In the early days, EAP was largely a materials and teaching-led

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

88

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

movement focusing on texts (e.g. Candlin *et al.*, 1975) and responding to the growing number of L2 students beginning to appear in university courses. Since then a developing research base has emphasized the rich diversity of texts, contexts and practices in which students operate in the modern university.

The practical nature of EAP initially produced a agenda related with curriculum and instruction rather than theory and analysis. It further offers systematic, locally managed, approaches that address the persistent and prevalent challenges posed by the academic study to student by focusing on student needs and discipline-specific communication skills. As communication practices are not uniform across academic disciplines, students have to take new roles and engage in new ways when they enter in higher education. These are some of the features of modern academic life that are controversial in conceptualizing EAP and determining its role.

Problems in conceptualizing EAP's role from general to specific.

The concern of EAP is with the teaching skills and language related to the demand of a particular discipline. One of the major issues is the practicing and understanding EAP is as

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

specificity where the teachers attempt to isolate the skills and language forms. This issue of specificity challenges them to focus on the skills and features of language and learning and to scrutinize their courses as per the need of the learners in different disciplines. T. Johns and Dudley Evans (1980) believed that the language teachers *“Needs to be able to grasp the conceptual structure of the subject his students are studying if he is to understand fully how language is used to represent that structure; to know how the range of different subjects are taught during the course; to observe where and how difficulties arise in order that he can attempt to help both students and subject teachers to overcome them”*. Whereas Hutchison and Waters (1987), Blue (1988) and Spack (1988), argued against subject-specific teaching on the grounds that emphasis should be on learners and learning rather than on target texts and practices. Ruth Spack (1988), for instance, argues that even if subject-specific conventions could be readily identified, they should be left to those who know them best, the subject teachers themselves. As EAP teachers ‘lack control’ over specialist content and mislead students when they attempt to teach their genres. Dudley-Evans and St John (1998), on the other hand, suggested that teachers should first help students develop core academic skills with more specific work to be accomplished later.

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

90

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

An EAP discipline is defined as the activities performed by its typical language forms and meanings. EAP courses therefore should focus on a *common core* – a set of language forms found in all varieties and which can be transferred across contexts and prepare learners to focus on four skills. Most EAP and study-skills textbooks are based on this notion, and there are numerous courses organized around themes such as ‘academic writing’ and ‘oral presentations’, or general functions like ‘expressing cause and effect’ or ‘presenting results’, and so on. Hutchison and Waters (1987), for example, claim that there are insufficient variations in the grammar, functions or discourse structures of different disciplines to justify a subject specific approach. Instead, EAP teachers are encouraged to teach ‘general principles of inquiry and rhetoric’ (Spack, 1988) and the common features which ‘characterise all good writing’ (Zamel, 1993: 35). Hence those who reject the common core argue that the specific languages associated with the specific skills are the target of learning than a register which is created to use only those items of language which belong to common core.

Bhatia (2002) observes: ‘students interacting with different disciplines need to develop communication skills that may not be an extension of general literacy to handle academic discourse, but a range of literacy’s to handle disciplinary variation in academic discourse’.

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

91

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

EAP professionals are concerned not simply with teaching isolated words, structures, lexical phrases and so on, but with exploring the uses of language that carry clear disciplinary values as a result of their frequency and importance to the communities that employ them. Therefore the question arises in issue of generic skills and language, what it is that students are actually learning? An understanding can be developed only through familiarity with the actual communicative practices of particular disciplines. There is a huge apprehension about the ‘common core’ of language items. A major drawback is that it focuses on a formal system and ignores the fact that any form has possibly many meanings depending on its context of use. By incorporating meaning into the common core we are led to the notion of specific varieties of academic discourse, and to the consequence that learning should take place within these varieties. Finally, the EAP issue which is perhaps the most significant outside the field itself, concerns with the important part played by EAP in the increasing global hegemony of English (Crystal, 1997).

EAP’s Importance and implications

Johns (1997), for instance, urges EAP teachers to use their ‘abilities to explore academic worlds: their language, their values, their genres, and their literacy’s, remembering at all times that these worlds are complex and evolving, conflicted and messy’. A distinctive

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

92

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

feature of EAP is the increasing collaboration which takes place with subject specialists. The focus on specificity into practice in the classroom, often involves the EAP practitioner working closely with subject specialists to gain an understanding of students' target discourses. This collaboration can take various forms and can involve the expertise of subject specialist's as an informant to discuss textbooks, topics and course assignments. Swales (1990) viewed that EAP should help students to become aware of the centrality of discourse and has championed a genre-based EAP, encouraging a commitment to linguistic analysis, contextual relevance, and community-relevant events in the classroom. The analysts are led to focus and develop methodologies in term of a particular discipline depending on the need of classroom requirement with the knowledge of the target language, task and practices.

Students when first enrolling in an EAP subject should be aware of their objectives, of the importance of EAP in their careers, of their attitude to language in general, and their actual knowledge. This will help them develop their specific awareness towards aspects such as the importance of genre, cohesion and coherence features, style, rhetoric functions, context and vocabulary in EAP course. Hewings (2002), highlighted some new trends for the future, such as geographical internationalization of authorship, analysis of more specific

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

93

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

contexts, continued influence of genre analysis or corpus analysis, and the effect of English as an international language. Language awareness as a way of language consciousness facilitates language acquisition, understanding and competence. Student's language awareness will improve students' performance from general to specific in the class and their attitude towards the EAP subject and should thus be critical in any course design. Therefore defining the attitude and awareness of students may help to improve the way they are taught, learnt and the way they shall face professional situations involving the use of EAP.

Conclusion

EAP, therefore, takes the communicative needs of the learner as central, and also uses the most modern methods and techniques available. Diverse study skills require different levels of language proficiency. Study skills that require a moderately large number of productive skills need relatively more language competence as opposed to those that require fewer productive skills. EAP courses being developed which are based on current pedagogic approaches such as genre analysis and linked EAP-content modules (Benesch, 2001; Johns, 1997; Swales and Feak, 1994, 2000). Phillipson, (1992) and Penny cook,

*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

94

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

(1994) said that ‘English as an international language brings with it great benefits, but it is not without any costs’. These have had considerable success, but teachers are aware that a one-size-fits-all approach is vulnerable to the demands of specific teaching contexts and the needs of particular learners. This expanding role for EAP has not been smooth. Still it lacks theoretical and research rationale. EAP continues with great effort seeking to find ways of understanding and dealing with the social, cultural and ideological contexts of language use. EAP is an area for analysis and change, and for these reasons it offers language teachers an principled, philosophical and successful field of research and professional practice and offers students a way of understanding their chosen courses and disciplines.

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English for Academic Purpose: Problem and Argument in Conceptualizing its Role in Academic

Dr. Deepika Nelson

www.hopejor.tk

95

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

96

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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*English for Academic Purpose: Problem and Argument in Conceptualizing
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Dr. Deepika Nelson

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97

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House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

98

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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*English for Academic Purpose: Problem and Argument in Conceptualizing
its Role in Academic*

Dr. Deepika Nelson

www.hopejor.tk

99

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

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ABSTRACT

This study examined the level of career maturity of international students in a public university in Malaysia by analyzing gender and academic grade point average by using the Career Maturity Inventory. Two hundred and twenty nine (Male=106, Female= 123) international students studying in various semesters completed the Career Maturity Inventory and the scores of the female international students on the CMI suggested that they had greater compromising their desires with reality and knowledge about their career. Results indicated that female

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

students are fairly high in career maturity than male students on the CMI. The results also showed that the higher the career maturity, the higher the grade point average. However, the level of significance is slightly weak; this result should be viewed with caution. These findings suggest that level of career maturity of international students needs to be considered in relation to variables such as culture and academic grade.

KEY WORDS: career maturity, international students, compromising of desires with reality and knowledge about career.

Career maturity is an important factor for university students, and is essential to help them choose courses that will prepare them for the world of work. This vital factor is necessary for choosing the right major of study. Gaining occupational information and self-knowledge related to career aspirations can assist them in enhancing their career maturity. To some extent, the degree of career maturity is determined by the readiness of the individual to make informed, age-appropriate career decisions and cope with appropriate career developmental tasks (Savickas, 1984). It holds true for students choosing their studies in a foreign country. Recently, the study of career maturity among foreign students has been given attention in countries highly populated by international

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

students. Malaysia is one of the recent developing countries that have been chosen by international students.

Main factors that influence international students from the Middle East to choose studying in Malaysia are inexpensive cost of living, streamlined visa procedure and affordable university expenses. The decision to study overseas is one of the most significant and expensive initiatives that students may ever undertake (Mazzarol & Hosie, 1996). Viers (2005) asserted that the rising high cost and long-term visa procedure and strong competition results in the decreasing number of international students. Therefore, there are several factors that influenced international students to choose Malaysia for their studies. However, Zunker (2006) stated that characteristics of career maturity are decisiveness and independence, knowledge of occupational information and planning and decision-making skill. It appears that the reasons foreign students choose Malaysia are unlikely to be career-oriented, as such when international students graduate, they may not find a relevant job in their country and what they studied may not be useful in their country.

Crites (1965) organizes the constructs of career maturity into a career choice process (attitude) and career choice content (competency) which is applicable to Super's (1996) model. Career choice process includes compromise, decisiveness, independence,

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

involvement and orientation; career choice content contains goal selection, occupational information, future planning, problem solving and accurate self-appraisal. Additionally, career maturity consists of two dimensions, affective and cognitive (Crites, 1971). The affective dimension is concerned with career choice process, compromising one's desires with reality, toward career development and the cognitive dimension is representative of career choice content, individual knowledge about career, toward decision-making skill.

Researchers have commented that career maturity may be more carefully differentiated by grade rather than age because of the influence of the education life which is the primary agent of the development of career behavior (Watson & Van Aarde, 1986). However, Powell and Luzzo (1998) demonstrated that there is no relationship between age or grade and level of career maturity. These authors suggested that a uniform program of career development activities at the school to contextual factors, such as occupational opportunity that influences individual choices and exposure to occupational alternative may be more influential in career development than age or grade. Thus, interacting with a changing environment greatly facilitates the career choice of an individual. Additionally, through the view of contextual perspective, engagement in alternative work environments helps an individual shape his career choice.

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

As for readiness in occupational choice, academic success accelerates this process accordingly. McCaffrey, Miller, and Winston (1984) identified a positive relationship between grade-point average and career maturity which shows to some extent that academic success is correlated with career maturity. This is also supported by Crites's (1971) theoretical assumption that career maturity facilitates the accomplishment of several developmental tasks; one of them is academic achievement.

Researches have often examined the difference between genders in career maturity. The findings showed that no significant differences existed in males' and females' levels of career maturity. Although females obtained significantly higher scores than did males on career maturity measures (Alvi & Khan, 1983; Herr & Enderlein, 1976; Leong, 1991; Luzzo, 1995), other studies (Fouad, 1988; Lee, 2001) have shown that females were higher on some subscales only. However, Achebe (1982), whose study was done in Nigeria, reported that males scored higher than females in career maturity. It may be concluded that the findings on the gender variable related to career maturity on the whole were not consistent.

However, little research has been conducted in the area of career maturity of international students in Malaysia. Studying in Malaysia is increasingly cited as a popular choice for today's undergraduate students. This study explored trend, which can assist

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

university administrators in both increasing the number of students who are studying in Malaysia and providing accurate information for students who are choosing their career major.

Method

Participants

The subjects of this study consist of 229 International students from the following faculties in a public university in Malaysia: the Faculty of Computer Science and Information Technology (17%), Faculty of Malay Studies (12%), Faculty of Engineering (11.8%), Faculty of Science (10.9%), Faculty of Education (10.9%), Faculty of Business and Accountancy (10.0%), Faculty of Economics and Administration (7.9%), Faculty of Arts and Social Sciences (7.4%), Faculty of Islamic Studies (3.9%), Faculty of Built Environment (3.1%), Faculty of Language and Linguistics (2.2%), Faculty of Medicine (1.3%) and the Sports Centre (0.9%). There were 106 (49.3) male and 123 (53.7%) female students, consisting of 64 (27.9%) Semester 1, 34 (14.8%) Semester 2, 60 (26.2%) Semester 3, 17 (7.4%) Semester 4, 51 (22.3%) Semester 5, 1 (0.4%) Semester 6, 1 (0.4%) Semester 7 and 1 (0.4%) Semester 8. Based on region of origin, there were 85 (37.1%)

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

from South & Southeast Asia, 66 (28.8%) from Eastern Asia, 52 (22.7 %) from Middle East & North Africa and 26 (11.3%) from Africa.

Instrumentation

Career Maturity Inventory-Revised

The research instrument used in this study was the Career Maturity Inventory-Revised (CMI-R) developed by Crites in 1978 and revised in 1995. CMI is an effective instrument which attempts to identify level of career maturity of international students. Crites (1978a) developed the original Career Maturity Inventory (CMI) to assess career attitudes and competencies of children and adolescents in Grades 6-12. It consisted of an Attitude scale, which had two forms (A2 and B1), and five competence subtests. Savickas (1984) found the CMI Attitude scale to be the most popular of all the career decision-making measures.

Recently, a revised form of CMI was published (Crites, 1995; Crites & Savickas, 1995).

The revision was designed with the aims to:

- a) Reduce administration and testing time
- b) Extend CMI to the adult level, including postsecondary students and employed individuals

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

c) Eliminate the original Attitude Scale and Competence subscales

d) Prepare the CMI for a variety of scoring and data analysis purposes.

The revised version (Crites & Savickas, 1995) was redesigned to include the additional facet of competencies that are necessary to make a realistic career choice. The revised version includes 25 items for each of the two (Attitude= compromising desires with reality, Competence= knowledge about career) scales.

Porter (1999) reported a Cronbach alpha coefficient of 0.81 on the attitude scale, and a Cronbach alpha coefficient of 0.66 on the competence test. In this study, Cronbach's alpha was used to analyze the internal consistency of the CMI revised scale (Alpha= 0.81). The test-retest reliability for the Attitude Scale was reported at 0.72, while the internal consistency is reported to range from 0.72 to 0.90.

With regard to validity, numerous empirical studies that support the validity of Attitude Scale Form were cited (Busacca & Taber, 2002; Levinson, Ohler, Caswell, & Kiewra, 1998; Rojewski, Wicklein, & Schell, 1995; Stowe, 1985; Westbrook, Sanford, & Donnelly, 1990). A recent study conducted by Bucassa and Taber (2002) found moderate construct and criterion validity for the CMI (Crites & Savickas, 1995).

Procedure

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

The following materials were delivered by hand to 229 International students: a) the short-form questionnaire b) Career Maturity Inventory. Questionnaires were either collected by hand or collected by the librarian because some students handed over the the questionnaires to the librarian off University of Malaya. Most of the participants completed the questionnaire within 45 minutes.

Analysis of Data

The mean scores were used to determine whether the international students in public university were high mature or low mature in career. The highest attainable score on the CMI was fifty (50) while the lowest possible score was zero (0) so that the mean score was twenty five (25) which meant that an individual was considered as a career mature individual, if they obtain a score of above 25. With regard to CMI-Attitude and CMI-Competency, the mean scores were used to measure the level of career maturity of foreign students. The highest attainable score in CMI-Attitude and CMI-Competency was twenty five (25); on the contrary, the lowest score was zero (0) so that the mean of scales was twelve (12), hence the score obtained above this mean was considered as a high mature in CMI-Attitude and CMI-Competency and those with scores falling below were considered as low in maturity.

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Table I: Mean and Standard Deviation of Foreign Students in the CMI, CMI-Attitude and CMI-Competency

Scale	<i>N</i>	<i>M</i>	<i>SD</i>
CMI	229	31.32	5.20
CMI-A	229	15.23	3.29
CMI-C	229	15.89	3.06

Note: CMI= Career Maturity Inventory, CMI-A= Career Maturity Inventory-Attitude, CMI-C= Career Maturity Inventory-Competency

Table I presents the means and standard deviations of the scores made by all the respondents on the CMI. The total score of respondents had a mean 31.32 with a standard deviation of 5.20 in Career Maturity Inventory (CMI). As shown in Table I, the mean of total group of respondents was 15.23 with standard deviation of 3.29 in CMI-Attitude. With respect to CMI-Competency, the total group of respondents had a mean of 15.89 with a standard deviation of 3.06. Based on the data in Table I, it can be inferred that international students who are studying in University of Malaya are slightly above the mean in Career Maturity.

The *t*-test analysis indicated there are significant differences between male and female students with respect to level of career maturity, $t(227) = .000, p < .05$. An

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

examination of the results presented in Table I shows that females ($M = 32.43$) tended to be more career mature than male students ($M = 30.03$).

Table II: CMI and Sub-factor Scores by Gender

Gender	<i>CMI</i>	<i>CMI-A</i>	<i>CMI-C</i>
Male	30.03(5.15)	14.51(3.23)	15.40(2.93)
Female	32.43(5.01)	15.84(3.24)	16.31(3.11)

* Significant at the .05 level, Note. CMI= career maturity inventory, CMI-A = Career maturity inventory-Attitude, CMI-C= career maturity inventory-competency, Standard deviations are reported in parentheses.

With respect to Career maturity attitude, Table II revealed that there is a significant difference in the career maturity attitude between male and female, $t(227) = .002$, $p < .05$. The data in Table II shows that female students ($M = 15.84$) are more mature with regard to the compromising of desires with reality towards career than male students ($M = 14.51$).

As for Career maturity competency, the t -test analysis indicates there is a significant difference in the identification of the knowledge about career between the respondents of different gender groups $t(227) = .024$, $p < .05$. Findings for the CMI-Competency scale revealed that female students ($M = 16.31$) tend to have more knowledge about the career they would like to be in career than male students ($M = 15.40$).

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

In this study, there were sixty four missing cases for grade point average because respondents studying in the first Semester did not express the grade point average and this may negatively affect the result. Crites (1971) supported the study findings that there is a strong relationship between grade point average and career maturity. As shown in Table III, there is a significant association between two variables. The calculated $r = .207$, $p = .008$, suggests a moderately positive correlation between variables.

Table III: Association between CMI and Sub-factors and Academic Achievement

		CMI	CMI-A	CMI-C
Academic	R	.207(*)	.209(*)	.190(*)
Achievement	r sig.	.008	.007	.015

* Correlation is significant at the .05 level (2-tailed), Note. CMI= career maturity inventory,

CMI-A = Career maturity inventory- Attitude, CMI-C= career maturity inventory-competency.

Based on the data in Table III, it can be inferred that the higher the grade point average, the higher the level of career maturity displayed by International undergraduate students who are studying in the different majors.

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

As revealed that in Table III, there is a significant relationship between grade point average and career maturity attitude with respect to the compromising of desires with reality towards career. Correlation coefficient value $r = .209$, $p = .007$ suggests that grade point average and career maturity attitude are significantly associated. Further examination shows that the level of association between the two variables is moderate in career maturity attitude.

Table III illustrates that there is a significant relationship between grade point average and career maturity competency with regard to identifying the knowledge about career of respondent in career maturity competency. In this study, the calculated $r = .190$, $p = .015$ is representing weak positive correlation between the two variables; for the level of career maturity the grade point average may not be main factor to increase the knowledge about career.

The result can be interpreted in this study that although there is a significant difference between variables, international students who have high grade point average may tend to exhibit low career maturity competency, particularly in knowledge about career (Table III).

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

Discussion

The purpose of this study was to identify the level of career maturity among foreign students based on the following variables: gender and grade point average. Given this purpose, the present study explored the level of career maturity with attention to gender and grade point average. The findings were as follows;

The mean scores indicated that international female students displayed significantly higher career maturity than international male students. Given career maturity theory and that past and present research has demonstrated an empirical relation between gender and career maturity, it was hypothesized that career maturity among females would be higher than among males. The findings indicated that although males scored lower on career maturity, but this gender difference was not linked to gender differences on career maturity attitude and career maturity competency. However, the results indicated that gender differences in career maturity attitude and competence were not strong. Therefore, it can be interpreted that although international undergraduate males scored lower on career maturity, they are similar in compromising of desires with reality and knowledgeable with

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

their career compared to international undergraduate females but not as efficacious in their perceived ability to engage in the career decision-making process.

Thus, research should continue to explore the implications of lower career maturity among international undergraduate males on career maturity. Findings conclude that although international undergraduate males score lower on career maturity, they may have a different career decision making style that does not lead to negative career outcomes. They may have different ways of compromising of desires with reality and knowledge about career.

The correlation score ($r = .207$) indicates a moderate relationship between grade point average and career maturity level of international undergraduate students. Grade point average would have a significant and positive relationship to career maturity. The result of this study supports Kelly and Cobb's (1991) study which proposed that career maturity levels are correlated with higher academic achievement. It was interpreted based on calculated r value ($r = .207$) of grade point average and revealed that international undergraduate students who had higher grade point average might have higher career maturity.

In the theoretical assumption of Crites (1971), career maturity facilitates several developmental tasks, one of which is academic achievement. However, in this study the

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

correlation between grade point average and career maturity level was moderate which indicates that grade point average would not be a salient factor to identify the level of career maturity. Hence, it was suggested that other variables such as gender, socioeconomic status and parental influence and ethnicity mean cultural factors may play a role in changing the level of career maturity.

It was also found that the correlation ($r = .209$) between grade point average and career maturity attitude was moderate and slightly higher compared to career maturity score which indicates that there is a significant relationship in career maturity attitude, means to have compromising of desires with reality, subjective reactions, and dispositions that a student has toward making a career choice. It supports the findings by McCaffrey et al. (1984) that grade point average positively correlated with career maturity attitude.

The findings of this study revealed that career maturity competency level is weakly correlated with grade point average ($r = .190$). This means that knowledge about major is weak in relation to career maturity level. Further study is needed to examine the relationship between career maturity competency and grade point average.

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Although the correlation between two variables is significant and positive, the calculated correlation score does not show a strong relationship, but a moderate one, so the variable of grade point average for international students in Malaysia may not be viewed as the best predictor of actual career maturity. Therefore, culture and academic grade should be examined in further study.

In conclusion, female students scored higher in career maturity than did male undergraduate students. However, this did not imply that male undergraduate students did not compromise their desires with reality about career and had no knowledge about their career. In addition, the results indicated that there is a significant relationship between grade point average and level of career maturity. Further investigation is however required on how strong the grade point average is associated with the level of career maturity. With regard to counseling implications, counselors should be careful not to take a deficit view of grade point average because of moderate correlation between career maturity and grade point average, if they do not result in negative vocational outcomes. In order to obtain more comprehensive information related to level of undergraduate international students, the comparative investigation with international student studying in western countries needs to be conducted.

EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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**EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN
STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND
ACADEMIC ACHIEVEMENT**

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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EXAMINING THE LEVEL OF CAREER MATURITY AMONG ASIAN FOREIGN STUDENTS IN A PUBLIC UNIVERSITY: GENDER AND ACADEMIC ACHIEVEMENT

Mustafa Tekke and Dr. Muhammad Faizal A. Ghani

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

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ABSTRACT

The present study assessed Parent Teachers' Councils at primary level at district Mardan. Mardan is a district in Khyber Pakhtunkhwa in Pakistan. The study investigated the organizational structure, functions and achievements of PTC at primary level at district Mardan. Government primary schools of district Mardan were the population of the study. Through purposive sampling techniques ten primary schools were selected as sample of the study. A self-developed questionnaire was used to collect the data. The collected data were analyzed through percentage and was tabulated. Findings of the study were lack of ADO (Assistant Director of Education)

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

Sajjad Hussain and Dr. Bibi Asia Naz

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

interest, untrained and uneducated chairman, members and loss contacts of PTC members with educational authorities were responsible for weak performance of PTC.

Key words: Parent Teacher Council (PTC), Parent Teacher Association (PTA), organizational structure, achievements.

Introduction

Educating the future generation is the lurking responsibility of parents and teachers. The individual efforts of teacher as well as of parents are not enough for the overall development of child. There is a plucky need of combined efforts of parent and teacher for the unabridged development of child. The initiative was made to bring them together for the well-being of student's educational activities. The educational policy of 1998-2010 took steps for the establishment of School Management Committee, where village representatives were involvement in school matters to secure community participation in schools (Ministry of Education, 1998-2010).

School Management Committee was replaced by Parent's teacher Association (PTA) which was then renamed as Parent's teacher council (PTC). Parent's teacher council is a combine organization of parent and teachers. It is a platform, which works for the development of the education process of the children and for the safety and protection of the children at school, home and place of worship.

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

PTA is an old organization working for the welfare of the children at various places and platforms. PTA has 100 years history. The first PTA was established in 1895 at United State of America by Alice McLellan Birney. She was of the opinion that “How can the mothers be educated and the nation made to recognize the supreme importance of the child?” she along with Apperson Hearst work together for the development of PTA to work for the welfare of children, and because of their work National PTA maintains an office in Washington D.C to monitor every piece of federal legislature concerning children and families (www.pta.org/1187.asp).

According to Govinda and Diwan, R., (2005) the involvement of community in the educational matters of the school and students help to improve the quality of education. Community participation eradicate the hurdles in the education of students. It support the promotion of education and gives way enlight the ignorance of the society.

The purpose and objectives of PTC were to promote the welfare of the children, to realized parents’ importance in their children education, to practical involve parents in their children schools, to decrease the drop-out rate of children and teacher’s absentees. To develop a strong relation between home and school, so that parents and teachers may co-operate intelligently in the education of the children. To enhance a relation between the educators and the general public to work for the development of the physical, mental, social and spiritual education of the children (Govt, of Pakistan, 2002).

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

In Pakistan besides the Govt exclusive efforts for increase of literacy the total literacy rate of Khyber Pukhtoon Khwa was 25 percent whereas female literacy rate was 13 percent and in certain backward areas of the province it was little more than 3 percent. In spite of the fact that in twenty thousand Govt. Primary School total enrolments of 5-10 ages' kids was 1.8 million, considerable numbers of students are observed as out of school. Half of those students admitted in class I do not successfully complete their 5th class education.

Since Govt. of KPK has decided to achieve participation rate of 70 percent by the year 2005, it has been decided that for the qualitative and quantitative improvement of primary schools, Parent Teachers Association for each primary school be constituted, and was constituted in October 1999 to compete with problem (Instructions Headquarters Signals 11 Corps No PE/01, 2000) (www.wefp.com)

It is a bold step towards the improvement of education with efforts of community. Because the educators are from the community, that is why the awareness of the Community about the education of their children is very much necessary, this awareness will not only leads the community towards the fulfillment of the needs of school (Students and teachers) but will also develop an interest in the field of education, which in turn lead to the demand of quality education, PTC is also communicative device too through PTC teachers will communicate parents of the children and will keep inform easily from the children achievements, so as a result the education will leads to improvement.

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

Sajjad Hussain and Dr. Bibi Asia Naz

www.hopejor.tk

125

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

The establishment of PTC was a revolutionary step towards community participation and devotion of financial and administrative powers at the school level. The school council has been empowered to utilize the school funds on the need bases on its discretion according to the objective of PTC. So the responsibility of promoting PTC in the school lies on parents and teachers. Now it is their responsibility to utilize the funds of PTC, the forum of PTC for the settlement of all school related problems.

OBJECTIVES OF THE STUDY

Objectives of the study were;

- i. To investigate the organizational structure Parent Teachers' Associations and its appropriateness.
- ii. To probe the functions of Parent Teachers' Council.
- iii. To examine the achievements of Parent Teachers' Council.

SIGNIFICANCE OF THE STUDY

Primary schools provide base for the whole education system. There is a need of strong foundation i.e. the primary education for the building of durable building of education. Therefore, primary education should be equipped with all the necessary equipment for the overall development of primary education.

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Government have establish Parents Teacher Council (PTC) at every school unit for the completeness of construction work and for the fulfillment of basic needs to the school (students and teacher) as to provide strong foundation which shows the importance of the study. The study was further significant in the following areas;

- To bring awareness in the community for involving in the school matters through PTC.
- The study will help the future planners to bring positive, desirable and acceptable changes in PTC.
- This study will be helpful for the educational officers in matters of PTC.
- This study will raise the interest of PTC members to facilitate the primary education.

METHODOLOGY OF THE STUDY

A survey descriptive research was carried out. The researcher visited the selected schools personally. Through a self-developed questionnaire data were collected from the respondents.

POPULATION OF THE STUDY

All primary schools of district Mardan were population of the study.

SAMPLE OF THE STUDY

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

Sajjad Hussain and Dr. Bibi Asia Naz

www.hopejor.tk

127

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Purposive sampling techniques were applied for selection sample of the study. Ten primary schools were selected as sample of the study.

DATA COLLECTION AND ANALYSIS INSTRUMENT

Through a self-developed questionnaire data were collected from the respondents. The questionnaire was contained on 25 questions, covering all the concerned areas of PTC. The researcher also acquired a handbook of PTA (parent's teacher association 1999) and PTC 2007 containing information related to PTC. The collected data were analyzed through percentage.

LITERATURE REVIEW

PTA is an old organization working for the welfare of the children at various places and platforms. PTA has 100 years history. The first PTA was established in 1897 at United State of America. The founder of PTA was a lady name Alice McLellan Birney. She was a keen educator she was worried about children mothers as they need to be educate. She was of the opinion that educated mothers can educate the nation. She along with Apperson Hearst work together for the development of PTA to work for the welfare of children, Together they shared a vision that would "create an unprecedented movement" of dedication and determination to create a better place for countless children (Ornstein and Levine, 1984).

As the founder of PTA through out the world Alice Mchlellan Birney's statement about PTA will be remember tell the existing of PTA. She stated that "May the whisper grow into a might

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

shout throughout the land until all mankind takes it up as the battle cry for the closing years of the century? Let mothers, fathers, nurses, educators, ministers, legislators, and mightiest of all in its swift, far-reaching influence, the press make the child the watchword and ward of the day and hour, let all else be secondary, and coming generations will be hold a new world and a new people.” (www.pta.org/1187.asp)

Some important purpose of PTA/PTC are, to promote the welfare of the children and youth in school, community and place of Worship, to develop a strong relation between home and school, so that parents and teachers may co-operate intelligently in the education of the children, to enhance a relation between the educators and the general public to work for the development of the physical, mental, social and spiritual education of the children.

The American national PTA has four types i.e. first local PTA is linked with the national PTA and is forming a nationwide network of the members working for children and youth. Local PTA is directly concerned with the school and community. It assesses the school program, second one is early childhood PTAs the members of this type of PTA are the old persons of the community want to work for the education of the children from birth to the age five years. These are often the neighbors; the third one is parent-teacher-student association PTSAs works for the development of the student’s potentialities. The work for the development of leadership qualities in the students, while the fourth type of PTA/PTC in America is Special Education PTAs as they believe that education is the right of every

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

Sajjad Hussain and Dr. Bibi Asia Naz

www.hopejor.tk

129

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

child, like the normal children special-needs children also have this right. So they work for the provision of specific needed opportunities to the special children (www.pta.org/1162.asp).

There are six members in the local PTA. Chairman is the head of the association who is often from the community members. One general and one finance secretary and three other members are elected every year. The election of PTA members is supervised by the head of the institution. While teachers representatives are selected by the school on his discretion. At the end with the final approval of ADO this process is accomplished. The money, transferred in the account of PTA can be utilized for school by the chairman and secretary with the consultation of other PTA's members (Govt, of Pakistan, 2002).

The establishment of PTA is not only beneficial to the students but to the institution and for the solution of our school problems such as "Ghost" schools, corruption, under funding, dilapidated building, no drinking water, toilet and playground etc. These problems are because of the low interest and low investment of the government (i.e. Pakistan spends only 1.8% of its GDP on education).

PTA is the platform and a chance for community peoples to participate and to improve the quality of education. PTA provides a forum for combined effort to teachers and parents for satisfying the needs of school and students. To strengthen PTA, further participation of community is needed (www.yesPakistan.com).

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

According to Sajjad, (2006) PTA assists the school in, reviewing the school progress through parent's developmental meetings (PDM), effective communication between the school and parents, supporting the school's various activities and initiatives for instance organizing social events for the students etc. Besides that the parent's teacher association (PTA) and orientation program gives parents and students opportunity to interact, provide feedback and exchange ideas with school management. Parents are encouraged to involve in the social and emotional development of their children. The aim is to engage parents as critical partners who actively contribute to the effective functioning of the school.

There are various advantages of community participation in school management. It can provide considerable help in improving the school overall health. Therefore it is important to bring the community into the circle of school and education to prepare them to take on new role (Shami, 2007).

ANALYSIS AND INTERPRETATION

Table.1 **Organization and structure of Parent Teacher Council.**

T.No	Items	Yes	%	No	%	Total
1	You have PTC at your school.	40	100%	0	0%	40

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

Sajjad Hussain and Dr. Bibi Asia Naz

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

2	Chairman's children study at your school	39	97.5%	1	2.5%	40
3	The children of PTC member study at your school	40	100%	0	0%	40
4	The meeting of PTC held at proper time	12	40%	28	60%	40
5	Any PTC meeting is attended by ADO	12	30%	28	70%	40
6	The chairman has Given any training regarding PTC matter.	18	45%	22	55%	40
7	Other PTC members have given any training regarding PTC matters.	12	30%	28	70%	40
Total		173	61.8%	107	38.2%	280

The table 1 shows the opinion of respondents about the organization and structure of Parent Teacher Council. More than 50% respondents are satisfied from the organization and structure of PTC, while less than 50% stated that there are flaws in the organization of Parents-Teachers Council in these schools.

Table.2 **Functions of Parent Teacher Council**

T.No	Items	Yes	%	No	%	total
1	Secretary is co-operative with the chairman in PTC matters.	40	100%	0	0	40

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

Sajjad Hussain and Dr. Bibi Asia Naz

www.hopejor.tk

132

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

2	Secretary is co-operative with the other PTC members in PTC matters.	39	97.5%	1	2.5	40
3	PTC is taking steps for rising students' attendance.	10	25%	30	75%	40
4	If yes so any improvement has been seen.	16	75%	24	25%	40
5	Chairman and other PTC members are campaigning for students' admissions.	12	30%	28	70%	40
6	PTC members are aware of students' problems.	30	75%	10	25%	
7	PTC members are aware of the teacher's problems.	8	20%	32	80%	40
8	PTC members discuss student problems with educational officers.	10	30%	30	70%	40
9	PTC members discuss teacher problems with educational officers.	7	17.5%	33	82.5%	40
10	Members of PTC are co-operating in curricular activities of the school.	22	55%	18	45%	40
Total		194	48.5%	206	51.5%	400

Table No.2, reveals, that the 48.5 percent of the respondents are satisfied with the functions of Parent Teacher Council while 51.5% of the respondent stated that parent teacher council is not performing their function well in their schools.

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

Table.3 Achievements of Parent Teacher Council

S.No	Item	Yes	%	No	%	Total
1	Members of PTC are co-operating in co-curricular activities of the school.	30	75%	10	25%	40
2	The chairman is taking into consideration in the school construction works.	38	95%	02	05%	40
3	The construction work is Supervised by the chairman.	37	92.5%	03	7.5%	40
4	Other PTC members are taking into consideration in the school construction work.	37	92.5%	03	7.5%	40
5	The funds of PTC are used according to its mentioned method.	40	100%	Nil	Nil	40
6	The chairman is co-operative with the secretary.	40	100%	Nil	Nil	40
7	Other members of PTC are co-operative with the secretary.	40	100%	Nil	Nil	40
8	PTC is enough for the solution of student's problems.	10	30%	30	70%	40
Total		272	85%	48	15%	320

Table No.3 reveals that the 85% percent of the respondents are satisfied with the achievement of Parent teacher council while 15% of the respondent stated that parent teacher council is not achieving their objectives.

THE ASSESSMENT OF PARENT TEACHER COUNCILS IN PRIMARY SCHOOLS OF DISTRICT MARDAN

Sajjad Hussain and Dr. Bibi Asia Naz

www.hopejor.tk

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

CONCLUSION

1. It was observed from the analysis of data that meetings of PTC are arranged at proper time.
2. From the data analysis it was point out that ADOs are not attending the meetings of PTC, which affect the performance the PTC.
3. Chairmen of PTC were not given any training regarding PTC matters, which is a hurdle in the actual functions of the chairmen.
4. It was also observed that members of PTC were too not given any training regarding PTC that is why that cannot perform their due role in the matters of PTC.
5. The study also identified that PTC wasn't working for raising students attendance, while it is their duty.
6. Data analysis shows that members and chairman of PTC were not regularly campaigning for student's admissions in the school.
7. It was also concluded that members of PTC didn't discuss school related problems with education department officers. Because they haven't have the opportunity even to meet the educational officers.
8. The analysis of the study also indicates that PTC is not sufficient in the solution of students' problems, it works in United State of America. (National PTA of USA)

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

RECOMMENDATION

1. Recommendation related to organizational structure of PTC.

- Chairman should be educated and should be providing training regarding PTC matters. So that he could understand his responsibilities.
- Ado's should be stress to attend the meeting of PTC, so as to cooperate the PTC member in solving the problems of the school.
- The arrangement of the meetings of PTC on time should be make compulsory, so that school problems may be address on time.

2. Recommendations related to the functions of PTC.

- At least one meeting in a year of the chairmen should be arrange with the EDO. It will provide an opportunity to the chairmen not only to discuss school related problems directly to the EDO but it will further stimulate the chairmen in taking keen interest in the activities of PTC.
- The chairmen have to schedule his work / activities with the help of the secretary. Different committees should be made within PTC for different task of PTC, such as two member's committee for student's attendance, and admission campaign during the admission days, two members committee for supporting curricular and co-curricular activities, another committee headed by the chairman for

HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

supervising school construction work and keeping the record of all the activities of PTC.

- Some PTC meetings should be convened at Mosque and Hujras. For the purpose to attain hundred percent literacy, through hundred percent attendance of the students.
- To arrange fund raising programs inside the school as well as outside the school, so that the poor students could be facilitated properly.

3. Recommendations related to the achievements of PTC.

- ADO's should have to supervise the achievement of PTC
- A competitive environment between the schools PTC should be developed, which will pump them for the achievement of their specific goals.
- Co-operative attitude should be developed among the PTC members, so that they could work smoothly.

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HOPE JOURNAL OF RESEARCH

House of Pakistani Educationists

Volume 1 Issue 1

March 2013

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