

PROFESSIONAL LEARNING COMMUNITY: A GUIDELINE TO IMPROVE EDUCATION SYSTEM IN MALAYSIA

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Abstract

In the context of today's society, education policies are rapidly changing continuously which has forced the education system and continuous improvement to produce global citizens who are able to withstand and compromise the change. Changing and improving the quality of education is a duty that should they take on. Changing in policies in Malaysian contexts since three decades are to improve the quality of education in order to ensure the produce the quality citizens in future. However, initiatives after initiatives introduced by the government are not getting certainty in overall success. This paper highlights the thesis that the key to improve the education system, which ensures the sustainability of school performance improvement is started at the school, where the teachers and the school community as a whole cooperate and collaborate with each other, with a mission to the effectiveness and school improvement. This means that teachers and leaders' roles as a professional learning community are to keep learning and sharing among each other and increasing their self-professionalism. As a consequence, innovation and improvement will occur in teaching and student achievement. In fact, this improvement does not only focus on student academic but their lives as a human capital.

Introduction

Today, educators' responsibilities are increasing to ensure their capacities meet the global needs. The history of Malaysian education illustrates the viewpoint through a few changes in education policies that have occurred since last three

decades in order to improve education systems and school quality. However, the initiatives for changes do not achieve the goal. This is because school leaders have been burdened by various improvement programs that had been programed by the government in order to enhance student learning and school achievement (Huffman, 2003). In addition, to sustain the school effectiveness, teachers are required to involve in all school activities. The acceptance of this direction is started from up to bottom. In other words, teachers have to receive all changes that are spelled out by the policy makes or government without voicing up their dissatisfaction. Therefore, it will be a challenge for school leaders to get teacher involved as an agent of changes instead of being a practitioner. To overcome this challenging, school leaders have to play a crucial role by involving teachers in all changes. In return, the changes will not be successful if teachers are unable to be responsible for the improvement of student achievement.

A Report from the National Association of Elementary School Principals (2008) obviously highlighted the demands of today's society upon the schools' responsibility and accountability to enhance student achievement. To achieve this goal, principal has to come out with a clear and shared school's vision and mission, increase the motivation and knowledge of the school communities by organizing a learning environment among school communities. Moreover, principal has to play his or her role not only as an instructional leadership but learning leadership (Matthews & Crow, 2010). Many western scholars insisted on the education leaders into becoming professional developer in learning community (DLC) in schools in order to create effective school (Edmonds, 1980; Sweeney, 1992; Murphy, 2000; Eaker, 2006). They stated that principals should serve as instructional leaders, not managers or school administrator. The roles include improving the quality of teaching, which begin with the enormous understanding of the school's vision and mission, formulation of teaching vision, and setting an outstanding expectation for student achievement. Thus, the principal role in improving student achievement is to develop a conducive learning environment, for all levels of the school community. In other words, educators hopes to have a principal who react as a learning leadership by supporting their learning and teaching (Lingard, Hayes, Mills & Christie , 2003; Starratt, 2003). In fact, the principal plays an important role in determining the

activities to be undertaken at the school and the parents along with the teachers should cooperate to ensure the success of the students learning (Brennan & Brennen, 1998).

In western countries today, the professional learning community (PLC) is a conceptual framework or guidelines for the practice of teachers in school, work culture to a paradigm shift in solitary teacher to teacher collaboration culture (Eaker, Dufour & Dufour, 2002). Sergiovanni (2002) describes learning communities as communities working together, cared for and always dialogued among each other, which can be said to be the culture of learning', through interaction among themselves. By learning, both teachers and students are able to improve their capacities. In turn, their school will keep improving the achievement. In making obvious about PLCs, this article aims at discussing what PLC is, how PLC can catalyse school improvement, develop and improve student achievement, and the role principals to support PLC.

Professional Learning Community

The literature review has been studied widely either through discussion or analysis of the concept of PLC and the role of each individual in the process of improving the school system, starting with school improvement to this date. Historically, Fullan (2006) states the development of the PLC as illustrated by research of Little (1982). Little (1982) found that cohesiveness among teachers fruited success and excellent schools, quality teachers, and created a positive culture which caused a continuous improvement. Little study (1982) also demonstrates that there are closer relationship between the young teachers and senior teachers or administrators lines. They always had discussions with respect to the observation of a more structured teaching, planning and designing school programs or activities.

Zuraidah Abdullah (2010), describes the PLC as a group of individuals (communities) who have learned the culture on their own. Both the teachers and students are learning. The whole school community together tried to learn, and always cared and dialogued. Among teachers, PLC is related to the development of learning culture and continuous learning in order to be in line with the current changes. This is consistent with the view of Scherer (2009), quoting the words of Hord (1997), that the PLC is a strategy towards improving

and enhancing the effectiveness of the school through the school community who are always learning. Therefore, schools should nurture and develop effective PLC.

In the context of school improvement, the PLC is seen as one of the symptoms to improve the school's performance. This implies that the school is more focused towards its improvement efforts with the reconstruction of the school culture, compared to school organizational restructuring. PLC caused teachers to collaborate and keep learning until created a positive culture that is based on a changing beliefs of teacher. This means that teachers are striving to develop leadership within them by cooperating with each other in a team on an on-going basis. They are high achievers and easily collaborate with stakeholders in education. These efforts are simply intended to improve students' learning and developing teachers' professionalism.

Definition of Professional Learning Communities

In education, the term learning community is something that is often discussed among authorities in the education and teaching.

Various definitions have been put forward by western scholars, but there is no universal definition. This is due to the development of the study are based on the context and against a different perspective (King & Newman, 2001; Toole & Lewis, 2002) .

The clear and concise definitions have been filed by Astuto *et al.* (1993) earlier, which refers to PLC as a professional group of people. They called the *professional community of learners* which were formed as a result of the efforts of teachers and administrators at a school to find and identify the knowledge to be learned and shared with other teachers. Henceforth, knowledge is equally applied to improve the effectiveness of their professionalism to maximize the benefit of students.

Dufour and Eaker (1996), see the PLC as a "community" in which the members are professionals or experts in a particular field. They strive to improve the level of expertise, through the action of continuous learning based on curiosity and enhance the knowledge and expertise available. In a PLC's, the school creates

an environment that encourages cultural work in a team, moral support and positive personal growth as they work together to achieve goals that cannot be implemented individually. Operating as a community school "learning" professional aware citizens need to engage with on-going studies and remains with the practice of an organization that is committed in the implementation of continuous improvement activities.

According to Hord (1997), learning community refers to a community of practice giving and sharing knowledge among members of the school community, including a partnership with parents to discuss the student's achievement through curriculum improvement activities and student learning programs. It is an ongoing process that involves teachers and administrators working collaboratively to identify and share knowledge, and were followed by the adoption of such knowledge to improve the professionalism in them to benefit students.

The following are definitions of various PLC-based on researcher perspectives:

- (a) A group of people sharing and critically investigating their practice in an on-going, reflective, collaborative, inclusive, and encouraging learning-oriented development (McREL, 2003);
- (b) A group of people driven by a shared vision of learning supported and collaborated to investigate their practice and together learn new knowledge with better approach. The effort is to improve student learning (Stoll, Bolam, McMahon, Thomas, Wallace, Greenwood & Wkey, 2005), and
- (c) School teams often collaborate towards continuous improvement in meeting the needs of students through curriculum-focused shared vision (Reichstetter, 2006);
- (d) Educators committed to working collaboratively and continuing in action research. The effort is to achieve better results for the benefit of their students (Dufour, Dufour, Eaker & Many, 2006);
- (e) A school culture that recognizes and draws on the strengths and talents of the school community collectively (Protheroe, 2008);
- (f) A strategy to increase student achievement by creating a school culture that focuses on learning collaborative (Feger & Arruda, 2008);

What is clear from all these definitions is that the PLC is a cohesion or collegial group, in which the members work together, and improve the professionalism of themselves and strive to improve student learning. It can also be referred as a group practice or community members.

Newmann and Wehlage (1995) described three forms of teachers' practice which usually are exhibited by a professional community that is as follows: i) sharing a clear goal for the learning of all students, ii) collaboratively and actively being involved in activities to achieve the objectives and iii) taking collective responsibility for student learning by teachers. Two years later, Newmann and Wehlage (1995) highlight the literature that described PLC by Horde which specified PLC by listing the five dimensions in terms of shared and supportive leadership, shared values, goals, mission and vision, collective learning and shared personal practices (1997).

The concept of PLC is defined as a group of teachers and administrators who continuously explore and share the learning processes which finally produce an action-based learning. According to Hord (2009), professional learning community refers to the teachers and administrators are always looking for lines and the shared learning where eventually act with what they have learned (1996a). This shows that the main goal of the school community is to enhance the effectiveness and professionalism of teachers through continuing education to the benefit of the increase in students learning. Thus, schools with professional learning communities will be based on the principle of "learning for all." In other words, every individual should aspire to learn and have the opportunity to go through the process of learning whether occurring inside or outside of school.

In conclusion, the PLC is one of the communities that adopt school improvement through restructuring the school culture. PLC is also an on-going process as to develop teachers' leadership, administrators and the school supporting staff. In fact, some of the literature review showed that the PLC practice also involves the students and the local community. Thus, with

the involvement of all parties in the PLC practice, teachers are able to improve their leadership capacity when performing tasks.

Characteristics of a Professional Learning Community

Generally, the PLC is not a model but a practice of the PLCs which is a process and established approach in all schools. Practices and characteristics of the PLC, when understood and practised, can be used as elements of a mechanism to assess the progress and effectiveness of the implementation of the PLC practice in organizations such as school institutions. PLC's characteristics, as discussed and in view of the PLC researchers (like Kruse, Louis and Bryk, 1994; Hord, 1997; Bolam, McMahon, Stoll, Thomas and Wallace 2005; Dufour, 2004, and Feger and Arruda, 2008), is as follows.

- a) **Mutual values and vision.** Teachers, school leaders and administrators share a vision that focuses on the learning of students, and there is a collective effort to improve the activities (Reichstetter, 2006). Visions also serve as a benchmark to evaluate the effectiveness of teaching and learning. Thus, the vision statement produces collective responsibility and strong inspired that focused entirely on student learning (Leo & Cowen, 2000; Louis & Kruse, 1995; Stoll et al., 2006);
- b) **A collaborative culture.** PLC is based on teamwork and collaboration. Teachers in a particular school community share the responsibility and work as a team to enhance the learning of students (Reichstetter, 2006 and Stoll et al., 2006). For example, they establish a networking among colleague as to enable them to talk about teaching, sharing and receiving feedback from their fellow supervisory activities and designing teaching aids for use by all. In other words, the school does not act individually (Dufour&Eaker, 1998). As a result, teachers also benefit from the practice of PLC (Newman, 1994);
- c) **Focus on improving learning outcomes for students.** PLC-oriented is to emphasize student learning outcomes and the implementation of the improvement continuously. (Reichstetter, 2006). Samples were also evaluated based on facts derived from the data collected. The

implication, practice improvement activities in the classroom can be implemented collectively, thereby increasing their accountability (White & McIntosh, 2007);

- d) **Shared and Supportive Leadership.** PLC is often seen as a platform to develop the professional capacity of teachers and leaders. In this case, school administrators committed to empowering teachers, and give them the opportunity to participate in school decision making process, and even make their own decisions in carrying out the task entrusted to them and have the autonomy to act as leaders (Hargreaves & Fink, 2006 : McREL, 2003; Olivier & Hipp, 2006). In other words, the PLC is promoting distributive leadership where distributed leadership among the school that serves as a formal and informal leaders. Distribution of leadership is based on the values held, trust and partnership among the school experience (Thompson, Gregg, & Niska, 2004), and
- e) **Shared Personal practices.** The main focus of the PLC practice is learning to increase professionalism. Practice means the teachers work and learn among themselves, and share the experiences that benefit them. For example, teachers share experiences, supervising and teaching colleagues to reflect on and discuss the activities done through reflection. In addition, they assess the effectiveness of the practice as well as the needs, interests and skills possessed by their students (McREL, 2003). Implicationally, there will be an increasing relationship among teachers by motivating them to talk about professional practice and helping teachers to develop expertise (McREL, 2003).

To clarify the existence of PLC's features in any institutes, McRel (2003) assisted it as in Table 1. Table 1 is a that can be used to evaluate the effectiveness of the schools.

Table 1

Benchmark Implementation of Professional Learning Community of Practice in Schools.

The Characteristic s Of PLC	Less Efficient	Efficient	Excellent
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Table 1 (Continued...)

The Characteristics Of PLC	Less Efficient	Efficient	Excellent
Shared Leadership and Decision Making	<ul style="list-style-type: none"> ▪ The input were analysed by the principal from the teachers but the final decision are from the principal himself; and ▪ The teachers involved in the school leadership but without the involving them in the schools decision making; and ▪ Lack of source and organisation structure that able to support teachers' involvement in decision making 	<ul style="list-style-type: none"> ▪ The principal provides the opportunity and source for the teachers to get involve in the schools decision making. However, the teachers had less information and sources which enable them to act so ▪ The existence of the leadership committee and other committees related to decision making, but the body is less effective. Therefore, it is difficult for teachers to conduct these 	<ul style="list-style-type: none"> ▪ Most of the teachers play the role as a leader and involve in most of the school decision making; ▪ Leadership Committee and other committees serve effectively. Therefore, teachers easily implement decision making activities. In addition, the teachers had easy access to information and resources that encourage them to make decisions efficiently and effectively.

activities.

Collaborative
In Practices
And Research

- Less or no teacher talked about their teaching experiences, and
- social relations among the people of the school supported the sharing of best practices, but there was a lack in terms of physical structure. For example, there was no extra time in the school schedule for teachers to plan
- There is a structured opportunity for teachers to share their teaching practice and mastering in new knowledge. For example, the supervisory activities and discussions about teaching among them, and
- Social relations among the people of the school and supporting the sharing practise among te teachers by physical structure. As for example, the extension time in the school schedule for the teachers to plan and learn as a team.
- There were formal and informal channels of reflection activities for supervision of teachers, and
- Social relations among the people of the school and physical structures that efficiently and effectively provided a high chance for teachers to connect, collaborate and learn

Source : Mid-continent Research for Education and Learning (McREL). (2003). *Sustaining school improvement: Professional learning community*.

http://www.mcrel.org/pdf/leadershiporganizationdevelopment/5031TG_pr_oflrncommfolio.pdf

Table 1 shows the implementation of the PLC benchmarks within an organization, especially educational institutions, which can be used as a measurement of school effectiveness. Less effective column in Table 1 shows that the school community features its PLC less robust and requires the school to improve; on the basis that PLC is the key for improving the students learning community. The school community resembles the characteristics of outstanding indoor school is capable of sustaining improvements over time.

Leadership

The success of a school depends on the leadership of principals as educators. When a school is led by an effective principal, it makes such a positive impact on student achievement. Scholars agree that the effectiveness of the school largely depends on the principals, although many evidence showed that there's a direct link between the student achievements with the principals' leadership and is still being studied. The interfacing between school climate and achievement is more obvious. Two decades ago, Rahimah (1981) found that leadership style is closely related to school climate and school climate are closely related to student achievement. This is particularly relevant to the question of school as a PLC and the achievement of students, and the importance of leadership developing PLC. The school is actually the starting point of the PLC.

Interests and needs of each organization's leadership, and the school are not in dispute. But many are not aware of any differences in views on leadership. Smith and Piele (2006) and others gave their perspective which stated that there are hundred definitions of leadership in the previous literature review, as early as 1969, where Filley and House stated that leadership is one of the most widely studied phenomenon, but the least understood. As early as 1978, Hoy and Miskel (1978) and the recent Hoy and Miskel, 2010 dealt with the definition of leadership that is equivalent to a study conducted against him. Today more leadership's definition advocated by the scholars, vary according to the aspect of resources, processes and products derived from the leadership, but not different from the aspect that it is a process of influence, or gain the support of members of the group, to achieve the goals of the group which in

the organizational context, it is the goal of the organization (Yukl, 2002; Richmond and Allison, 2003; Hoy and Miskel, 2010).

Linda, Erlandson, Reed and Wilson (2001) also defined leadership with a few summary sentences as follows. Objectives, has a direction, private, group, culture and values, shared vision, priorities and plans changing. Linda *et al.* (2001) concluded on the summary sentences by defining leadership as follows;

In the event of leadership, of course, a person;

- a) Leads to aim and has a direction;
- b) The direction of a leader should be based on the priorities and needs of the majority;
- c) The decision of a leader is variable based on current needs, and
- d) Effective leaders take into account the views of stakeholders of education.

Next, Welte (1978) distinguished the concept of management and leadership. Management includes the mental and physical aspects of performing an activity in order to achieve organizational goals. Intended-management activities involve planning, implementation, staffing, directing and controlling. Meanwhile, leadership involves aspects of natural ability to learn skills and personality traits a person to handle the relationship between partners to influence them to perform certain activities.

Furthermore, the leadership and management have different definitions in terms of managing its subordinates in order to achieve organizational goals. Leadership is more to influence the subordinates while management focuses on directing subordinates to conduct an activity to achieve organizational goals.

Principal Leadership

Principals' leadership or school leadership has also been discussed, and obtained the agreement where the principal is better known as a leader more than a manager. (Eg Cuban, 1998). In fact, the many discussed question of the

principal dilemmas are in carrying out his duties as leaders and school managers. Studies of leadership in the early 1980s, discovered the concept of "principal" in general is based on their behaviour (Boyan, 1988; Silva, White & Yoshida, 2011). However, recent studies of effective school principals focus more on the relationship with student achievement. This is supported by studies involving principals and instructional leadership (Hallinger, Bickman, L., & Davis, 1998).

In describing the principals of leadership, Bossert, Dywer, Rowan, and Lee (1982) and among others, stated that the effective principals should provide the school with a conducive environment through the existence of the instructional program, describe the teaching goals, setting the academic standards of the school, concern with the development of policy and education policy problems of teachers, monitor classroom management, create a reward system and retain outstanding level of discipline – where particularly principals are the instructional leaders, because the main focus of principals is to ensure that learning takes place in school. Dwyer (1996) in his study of the qualitative nature of principals reported more use of thinking skills in the performance of a task than direct counterpart for the purpose. In other words, principals interact with the vision that has been enacted and the use of school facilities and environment already existing in the performance of daily tasks.

The effective principals will act with numerous attractive strategies (Leithwood & Montgomery, 1992; Ronald & Hallinger, 2009). Effective principals are able to develop a culture that encourages more good things happen than changing the unwanted items (Fullan, 2001). Therefore, educators should be able to manage the changes for school improvement. The most effective method is through professional development of teachers, especially in the school context as the PLC. Thus, the role of the principal, as a shortcut to develop, change and improve the school, is to develop the PLC. Teachers' attitude and ability to embrace change is an important element (Saipo, 2008) and this must be dealt wisely by principals. Therefore, principals must aid in developing the teachers so that they are always ready to perform all the school planning.

In short, the latest concept of transformational leadership is focused on the efforts of principals to support teachers in school teaching, or instructional leadership. To have this style of leadership, principal responsible to develop teachers' capacities, to create the learning climate in the schools, and eventually to teach share knowledge and skills to all levels of school communities (Hord, 2009). Thus, the principals' leadership is preceded by supporting teachers' self-development as professionals. Principals' leadership is no longer compatible with traditional leadership, where the leadership as a sub-set of management, and the main task is merely the management of school principals.

Role of School Leaders in Creating a Professional Learning Community

Effective schools have excellent school leaders. This is not a new thing among the educators. This has been proven in many studies on the management of the school (Edmonds, 1979; Mortimore, 1991) where they found an association that showed the effectiveness of schools is closely related to the school leadership (Marzano, 2003). Jackson and Davis (2000) noted no significant individuals in starting and maintaining improvement activities towards the achievement of students, unless the school principal. Similarly Lotteze and McKee (2006), state that the models selected improvements, have shown the effectiveness of a school in implementing and maintaining improvements rely heavily on the outstanding principal leadership.

Thus, principals have devised a strategy to create a PLC in their school. The following is a discussion of the role of school leaders in the strategy to create a PLC.

- (A) **The Principal as a leader in the learning process.** PLC leaders need to focus on learning over teaching activities as the main focus of a school setting. Thus, the principal focus was shifted from inputs to outcomes or from beginning to the results of the implementation (Dufour, 2004). The leaders will implement the mission of teaching in daily school activities. To achieve this, they will create systems and processes that encourage

educators specifically the school teachers to work collaboratively. Eaker and Gonzalez (2006) have suggested the teachers to implement the learning activities to establish a mission in the daily activities of the school;

- I. Identify the needs of students' knowledge and skills for each subject, age and unit for each lesson;
- II. Design of an evaluation mechanism to monitor the effectiveness of student learning on an on-going basis, and
- III. Implement a comprehensive school plan to ensure students have the extra time and motivation to learn.

In this case, the school is more focused on the students on the following question of "what they learned" rather than "what is taught";

(B) The principal of creating a conducive culture continuously. The traditional approach in improving a school is to change the structured organizations' involving the change of policies, rules, schedules and the size of the school workforce itself. However, the nature of such changes has taken an insignificant long-term impact on student learning. In other words, the effectiveness of a school improvement can be achieved through changing the culture of their school principals (Dufour, 2002; Eaker& Gonzalez, 2006).

Principals will change their habits and practices, values, and beliefs of the school community that has long been practised by them (Sarason, 1996). The effort was a complex task. Eaker and Gonzalez (2006) support this statement with the view that it is difficult for a leader to change the culture that has been passed by a school staff. The reason is because culture has become a practice in the daily life of the school. Thus, Eaker and Gonzalez (2006) have proposed that the principals implement the following strategies to create a culture that supports the practice of the PLC.

- The Principal should lead a collaborative team work. Senge, Ross, Smith, Robert and Kleiner (1994) that history has proven that the essential component of any business is teamwork. Component is an

effectiveness of pre-requisite in decision making and implementation of an activity. In the context of the team principals as school leaders who work collaboratively, their role is to develop activities and monitor the effectiveness of these activities. For example, principals create activities as to ensure that school staffs work as a team in order to resolve issues related to student learning. Furthermore, the principal will monitor the implementation of those activities to ensure a product is able to be formed based on the task in a team. There is a possibility that a team could form a solution to students' learning strategies, curriculum which is able to guide their students, the criteria to evaluate the quality of the students work and formative evaluation mechanism. In other words, the principal is not responsible for solving the problems among school staffs who work in a team, but their role is to develop a systematic activity and monitor the effectiveness of the activities (Dufour, Dufour&Eaker, 2005). This effort is aimed at improving the professionalism of the school work and help students increase their achievement level of education;

- Giving the freedom of autonomy to the schools controlled by the leadership of the school. According to Eaker and Gonzalez (2006), school leaders need to give autonomy right to the people of then school of their maximum levels. However, the granting of autonomy is crucial by the efficient and effective control of the school leaders. It is important that the autonomy is also due in the PLC decision-making on important issues as to perform a task. For example, school leadership should insist with the school especially the teachers who implement the PLC as the following activities after they were given autonomy. The schools should work collaboratively, students should be given adequate learning activities, and the students' efficiency must be assessed using formative assessment mechanisms and standards that students should have been provided with additional time and support if they face difficulties in learning. However, the leadership of the school should give freedom to the schools in the implementation of activities based on the approach that fits the needs and budget at the same time. The school community are clear about the

controlled autonomy granted and they also feel their involvement is greatly appreciated as the implication (Dufour, 2005), and

- To support, protect and defend mission recognizes by the PLC and the school community values. Lezzote (1996) stated that efforts to create a school community that shared value are the primary role of a school leader. In the context of the PLC, the principal as the learning leadership should focus on the following values which encouraged the school to implement the PLC mission through their support for the development of school teams that work collaboratively. Furthermore, the principals will protect and defend every positive action on the implementation of the school community of the PLC practice. Finally, the school will be aware of things that are important in implementing the PLC practice through monitoring of school leaders on their behavioural assessment, and

(C) **The leader among leaders.** Major success in the practice of the PLC is the extent of distribution of leadership power among the school leadership in place. Smylie, Wenzel and Ferguson (2003) stated there are many findings about school improvement (Harris, 2002) emphasized on the importance of distribution of leadership power among the schools. In other words, principals as learning leaders will strive to develop leadership capacity among the school especially the teachers and educators. They will improve the structure of the school as to enable teachers to exercise and practising leadership in a team on an on-going basis. In addition, the existing leadership committee will monitor and guide management leadership among teachers where the committee worked with the teacher's emotion. Eaker and Gonzalez (2006) explained the statement specifying the PLC leaders should plead school staff to ensure they are performing a task. PLC leaders will motivate and support teachers to do a particular given task. The school has produced leaders among the educators who feel confident with their leadership.

Overall, school leaders especially principals should play a role in establishing the PLC. Principals are the key in determining the school administration and management system in order to run smoothly and orderly. In the study by Abdullah, Z. (2010), has revealed that the principals who have shown their

sincerity in the performance of his duties as a leader, led an effective school by adopting a democratic behaviours, lowering his empowerment and always provide guidance and coaching to the teachers in improving the quality of their teaching which succeeded in creating a culture of learning among teachers. This clearly demonstrated the influence of the school leadership. This is due to certain behaviours of the leaders who gave significant influence towards the working environment in schools. The practice of the school leadership is exemplary and is a positive impact to all levels of school management and teachers which are helpful to one another.

Attitude and behaviour of principals have a positive impact on the teachers where they feel important at school, appreciated and even feel the school "believes" them in performing on a given task. Attitudes of principals and school leadership community have been able to motivate teachers to keep putting their effort to work harder (Tracy, 2000) as to improve their potential through learning. In other words, the school leadership is a factor that can promote and create a positive environment for teachers to continue to learn and motivate themselves through changes in needs, wishes and interests from one of the activities that enhance their knowledge and skills.

Conclusion

The main function of the school is to ensure that students are learning. Perhaps the most important and significant factor is to ensure that the learning of the student, firstly is the quality of teaching, and the atmosphere or environment that encourages and supports the learning. Hord (2009) also noted improved quality of teaching if the teacher also learns continuously and growing process. This can only be realized in the learning community, and to maintain the professionalism of teachers, the community should be a PLC. Learning process in a community school is complex and time consuming. Thus, a person needs to understand the various dimensions of school learning if they intend to create an effective learning culture in their school community, and professionalism among teachers.

The principal leadership is not only focused on learning and teaching, but also the kind of leadership pursuits, that the practice was to support and develop teachers, empowering leadership among teachers so that teachers could act independently in making decisions on matters that they are experts at the time being. This means that developing teacher leadership through their empowerment means a distributive leadership practices. Literature review showed that one of the PLC characteristic is a distributive leadership.

The school especially school leadership community should always play an important role in educating and guiding the teacher as a professional. Therefore, teachers are entitled to a briefing session from time to time in conjunction to the concept of the PLC. Teachers need to be exposed to a conducive learning environment so that they can improve knowledge related to (i) students development, (ii) diversify teaching strategies, and (iii) skills to apply strategies based on context. This is because each student has a variety of backgrounds that required teachers who are knowledgeable, skilled and understand their duties in a variety of teaching contexts.

PLC is an approach that has gained place among the educators who are committed to the development and improvement of learning, which is the basis for school improvement which in particular improving the education system. The approach emphasizes a continuous learning activity without the regard to hierarchy among staff and students. By implementing such approaches in schools, the involvement of teachers in the school improvement process is to rise if they are unable to improve performance. Our aspirations will be met with school leadership strategies for creating the PLC. In other words, the role of school leadership is needed because there was strong evidence that school leadership is able to change schools and sparked revolutions by improving the education system of any country. PLC is able to develop the school, the education system and students, where the improvement is not limited to academic achievement but to overall human development as the development and improvement is of the place-based learning experiences and lasting.

Education has faced a learning revolution that focuses on the school as a professional learning community that is able to trigger a sustained changes and

sustainable improvements, in addition to the right aim in the endless learning improvement of the students. The PLC are in needs of teachers, supporting staffs and principals to continue learning together as to ensure that their school communities continue to exist, remain current, and thrive in success. This is because the school will not change as long as the capacity and capability of the teachers are not well developed individually and as a team. Recognizing the importance of the study of learning practices among teachers, the school secondary leadership and principals was conducted by applying the concept of PLC's (Hord, 1997, Huffman & Hipp, 2003).

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AN INVESTIGATION OF PROBLEMS FACED BY FEMALES IN CO-EDUCATION SYSTEM IN PAKISTAN AND SUGGESTIONS TO OVERCOME THESE PROBLEMS

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Abstract

The study was undertaken to analyze the problems faced by females in Co-education system and suggestions to overcome these problems. The population area, which we used for the survey is the area of the whole Karachi educational institutions. Due to the populous city of Karachi, the population area for survey was so wide and vast that it was not possible to conduct a survey of the whole population area. So we selected only the District Malir, Karachi area and some other important institutions of the Karachi as a sampling design. It is a descriptive research, so the survey was based on questionnaire and personal interviews of educationists and students. After conducting detailed survey with at least hundred male/female/students/teachers, many problems were found which are given in this paper. Detailed suggestions are also given to overcome these problems faced by females in co-education system. After investigation, analysis and design of the survey, it was found that the following main problems are facing to females in our co-educational institutions of this area, followed by different recommendations. After so many discussions the researchers reached to the conclusion that there are many problems faced by females in co-education, which are mentioned in the results. However, there are also solutions to overcome these problems and improve the co-education system. Moreover, it is true, that in hot country like Pakistan, co

education is not without danger without proper check and balance by the education authorities.

Introduction

As we know that education is the backbone in the development of any nation, it is a fact that the countries with an effective system of education lead the world, both socially and economically. The key to development is good education system. Pakistan is one of those very few countries where the system of education has constantly deteriorated. Education is the vital source of change in the social structure, economy, manner and morals of a nation. There are many education systems in Pakistan. In these systems, one is co-education. Co-education means the educating boys and girls in the same institutions. It is a modern idea and has made a rapid progress. It was first introduced in Switzerland, but now it has become popular almost all over the world.

In spite of certain outstanding examples of individual achievement of Pakistani woman and a definite improvement in their general condition over the last few years, it remains true that our woman still constitute a large body of under - privileged citizens. Women of course do not form a homogenous group in class or caste terms. Nevertheless, they face distinctive problems that call for special attention. Pakistan is a developing country, which is facing different economic, social and educational problems. In educational problems one is the co-education problem. In our country the opinions differ on the issue of co-education. This paper has endeavoured to highlight "Various problems faced by females in co-education of different educational institutions and suggestions to overcome these problems" which are of a professional interest of education experts. Education is popularly conceived as an instrument of social change and national development. The social and economic development of a country relates very much with the availability of literate and technically trained masses. "Education is considered as an instrument for human resource development which would ultimately contribute to economic, industrial and scientific development of nation". Education is

the guarantee for producing good citizens for future. "Every nation attempts to educate its future generation."

Co-Education system in Pakistan

Pakistan is an Islamic Republic and, accordingly, all the prevalent laws in our country correspond to the Islamic system of governance. But no department or institution of Pakistan complies fully with Islam. For instance, if we observe the education system in Pakistan, we will find many laws that are opposed to our religion. Take the example of coeducation. Islam strictly disallows this system of education. The environment in a coeducation institution invites manifold evils. Girls and boys grouping together, swapping mobile numbers and email addresses and connections being established outside the college premises creates opportunities of sin. In addition, on occasions of picnics, fairs and concerts etc, they go collectively, get naps together, and are occupied in all forms of entertainment. All these acts gravely affect the modesty of a Muslim girl and boy. That is the reason why Islam has denounced coeducation. Even the modest students face numerous impediments in acquiring education in such an atmosphere. They are not able to portray their true capabilities, as they remain hesitant. Keeping all these points in mind, I would like to request the higher authorities to try their best to promote a modest society that is pure from the evil of coeducation.

Objectives of the Study

The main objectives of the study were:

1. To investigate the different problems faced by females in co-education of different educational institutions
2. To suggest some possible solutions to overcome these problems
3. To give some more recommendations

Methodology Of The Study

It is a descriptive research, so the research was based on survey/questionnaire and conducting interviews of eminent teachers and students

Study Questions

- (i) What are the problems faced by females in co-education?
- (ii) What are the suitable solutions to overcome these mentioned problems?

Significance of the survey

This is a very important topic, especially with reference to our country Pakistan. Co-education is a modern idea and has made a rapid progress and has become popular in all over the world. It is good due to economic as well as social point of view. Co-education is an economic measure, and it is not possible to open separate schools, colleges, universities for boys and girls. Co-education is also the social contracts between the members of the two sexes, which are useful in many respects. Besides these advantages, females face some problems in co-education, which need solutions for the betterment and prosperity of the society of Pakistan. Human development is the basis of all other development. While talking about the human development, co-education a key in educational process. However, this sub sector has been the neglected area. Therefore, there is a great need to revitalize this sub sector. The study will enable the readers to know about the different problems faced by females in co education. The readers will also know about the solution of these problems. The study will be helpful and beneficial for education department of District Malir Cantt as well as for Sindh government in general, and for female Education department in specific. The findings of the study will also assist the education ministry to know about the different problems which affect the education system. It can be beneficial for policy makers to improve policies regarding co education in the province as well as in the country. It can be a source of guidance for researchers to explore further aspects of the problem under investigation.

Population

The population area, which we used for the survey is the area of the whole Karachi educational institutions.

Sampling

Due to the populous city of Karachi, the population area for survey was so wide and vast that it was not possible to conduct a survey and conduct interview of the whole population area. So we selected only the District Malir, Karachi area and some other important institutions of the Karachi as a sampling design.

Data of Different Respondents of Different Educational Institutions.

No of Male Students	No of Female Students	No of Male Teachers	No of Female Teachers	Total
15	20	30	35	100

Survey Instruments

For the conduction of the survey, we used a questionnaire Performa, which is given in appendix "A" and also conducted interview. For typing the survey we used computer software Ms-Word and Ms-Excel.

Terms Used.

Co-education

Co-education means the educating of boys and girls in the same institutions.

Data

Data is the plural of datum. It is considered as the raw materials. By definition, facts and figures in unsorted form are called data.

Information

Facts and figures in some ordered form is called information

Management

It is the cyclic process of planning, organizing, controlling and coordinating to achieve some specific purpose.

Procedure

The step by step process to solve a problem is called procedure.

Respondents

In this study, we mean respondents(male/female students and teachers) of selected school and colleges of the area.

Validation of Tools

Questionnaire and interview were discussed with the three experts of the related field to validate it with respect to content, language, format and objectives. Questionnaire and interviews were improved in the light of experts' suggestions and recommendations. The draft questionnaire and tests were pilot tested by administering it to 20 respondents teachers/students (male/female), who were not included in the sample.

Data Analysis and Interpretations

The raw data were arranged according to the objectives of the study, and was put into tables. The data were analysed by quantitative procedures applying statistical tools. Appendix "A" Questionnaire pro forma is attached. Also data gathered through interview was segregated into tables and conclusions were drawn.

Appendix "A" Questionnaire pro forma

Note:- To conduct a survey with at least hundred male/female/students/teachers on the problems faced by females in co-education and suggestions to overcome these problems, of educational institutions of your area. Give you're your feedback please.

Please give your opinions on the following headings:-

1. Write at least six problems faced by females in co-education of your educational institutions.

(a)

(b)

(c)

(d)

(e)

(f)

2. Give your suggestions to overcome these problems mentioned by you as above.

3.

4.

5.

6.

7.

8.

9.

Findings of the study

1. Most of the girls complete their matriculation from the local village school. Out of these students some land in the co-education colleges. Here they face the problem of adjustment because of their social and cultural background. Their personality development cannot take place and they cannot exhibit their best abilities and remain handicapped in assimilating the true knowledge.

2. Since the males are in majority, and in the presence of males, the female students cannot take active part in different social activities and cannot display their skills openly. The girl students cannot take part in outdoor games because of the presence of male students. Also scoffs and jokes of male students stop them from taking part in co-curricular activities like sports/games. And thus female capabilities become useless when in some extra curricular activities they are just treated as females.

3. Most of the girl students become introvert and cannot have emotional out and thus remained confined to their shut in personality. Also females face inhibition in expressing their views verbally with teachers in the presence of males.

4. As the girls and females come from different background and circumstances, and they feel lack of communication with one another specially the girls
5. Because of their shyness, the females cannot convey their point of view freely as the boys can, even on the topics for which they have a sound knowledge.
6. Some of the female students who join the environment of co-education, they become the victim of criticism by their own colleagues and face a lot many problems in continuing of their studies and ultimately leave the institutions.
7. The girl students who join the co-education become the victim of the criticism of their near relatives and are not willingly accepted by the so called man oriented society. Since the free mixing of males and females is not accepted in our society, the girl students in co-education become rolling stone and are not viewed by the society as an attractive material for marriages.
8. Some of the girl students of lower class in the co-education fall in love with the students of a higher or upper class and unconsciously, they spoil themselves, as there is always a gap between the lower and the upper class. The lower class girls are not accepted by the upper class and ultimately it ends in court marriage and lastly a divorce.
9. Females want to avoid free interaction of communication with males, which is impossible in co-education. It creates problem for female students.
10. Males are often personal remarking and mischievous with females, as they pass non-sober remarks at them verbally. Also the males try to create intimacy with the females and make their efforts to follow them, tease them or even shout them. The females do not inform their parents as it may initiate a series of hostilities against these females and even their families.
11. Some teachers are interested in their extra- ordinary lady students, and this relationship is criticized by fellow students, and they make jokes of the girls.
12. Females cannot discuss their biological problems or other personal problems with their teachers in front of males, as often their teachers are also males. The teachers are also feel hesitation to discuss such topics before both the sexes.

13. Females also face great problems with religious minded male students/teachers. Some of the religious minded teachers do not like female students with male students. They do not give proper attention to female students. And also females hesitate to ask something or to take some guidance. Similarly, some religious minded male and female both sex students do not like to discuss one another. This also brings great gap among male/female students.

14. Computer literacy practical, others sciences practical and other activities where group formation is necessary proves less motivated activity from female side as they are too shy.

15. The academic performance of girls are normally better than boys, so some times it creates a feeling of hostility among them and the boys try to pressurize the girls through various unwanted methods. The girls are to endure these pressures calmly

16. The girls who are only interested in their studies and do not chit chat with fellow boys are considered backward/ un-social and a kind of grouping is there in the class/institution

17. Transport facilities are also not enough and the girls face a lot of problems while going to or returning from the institutions. Also it is often observed that boys feel that it is their right to tease girls in buses, libraries, in classrooms and while doing practical in laboratories

18. Some male students make their efforts to create illicit relations with the girls and when they fail they use arms and weapons to harass them

19. Our social system is as such that it does not allow male and female students to study together. From the very beginning our boys/girls kids have been pointed out as two different categories. So when they grow up boys see girls as aliens in the society. Because girls in most of the families grow up in a very protective and purdah observing environment. In return, there comes a little problem which is related to psychology

20. On the other hand, boys have this point that male/female teachers give more attention to female students and they are lenient towards female students in behaviour, marking etc.

21. Pakistan is an Islamic Republic and, accordingly, all the prevalent laws in our country correspond to the Islamic system of governance. But no department or institution of Pakistan complies fully with Islam. For instance, if we observe the education system in Pakistan, we will find many laws that are opposed to our religion.

Take the example of coeducation. Islam strictly disallows this system of education. The environment in a coeducation institution invites manifold evils. Girls and boys grouping together, swapping mobile numbers and email addresses and connections being established outside the college premises creates opportunities of sin.

22. In addition, on occasions of picnics, fairs and concerts etc, they go collectively, get naps together, and are occupied in all forms of entertainment. All these acts gravely affect the modesty of a Muslim girl and boy. That is the reason why Islam has denounced coeducation. Even the modest students face numerous impediments in acquiring education in such an atmosphere. They are not able to portray their true capabilities, as they remain hesitant.

Conclusions

After so many discussions the researchers reached to the conclusion that there are many problems faced by females in co-education, which are mentioned as above. And it is true, that in hot country like Pakistan, it is not without danger. Here males and females become young at an early age. Youth is blind, so there are chances of corruption. Then, the duties of the two sexes in life are quite different. It is wrong to teach them the same subjects in the same institutions. Again, in Pakistan, colleges are very few and they are overcrowded. Co-education can prove economical only when the number in the colleges is very small. In the end, Islam disallows free mixing of males and females. So this system is not so fruitful for our country.

On the other hand education of any type plays a very important role in the development of society, nation and even the whole world. Similarly co-education is very important and necessary. We know that male and female are the two parts of human being of the society. Planning, organization, co-ordination and interaction between these two sexes are very essential. Because these things create a very healthy and positive composition among male and female students.

Co-education is also good for the reasons that it is economic and sociological. In the

first place, it is an economical measure. It is not possible for us to open separate colleges for boys and girls. In the second place, the social contacts between the members of the two sexes are useful in many respects. If they are educated together, they will develop a mutual understanding in them. This understanding will be useful in their future life as men and women. Moreover, co-education makes males less coarse and females less morbid. The boys become civilized and polite and girls become courageous. Then, it creates a spirit of competition in studies. Both try their hard to outdo the other. Therefore, co-education should be encouraged and should be given proper attention.

All the mentioned problems are not so grave. The problems mentioned are related to male psychology and nature. If we think positively, and implement all the mentioned solutions honestly, all the problems can be solved easily. We may also adopt the middle way. We may allow it in professional colleges and universities. In ordinary arts and science institutions it is unnecessary.

Pakistan is an Islamic Republic and, accordingly, all the prevalent laws in our country correspond to the Islamic system of governance. But no department or institution of Pakistan complies fully with Islam. For instance, if we observe the education system in Pakistan, we will find many laws that are opposed to our religion. Take the example of coeducation. Islam strictly disallows this system of education. The environment in a coeducation institution invites manifold evils. Girls and boys grouping together, swapping mobile numbers and email addresses and connections being established outside the college premises creates opportunities of sin. In addition, on occasions of picnics, fairs and concerts etc, they go collectively, get naps together, and are occupied in all forms of entertainment. All these acts gravely affect the modesty of a Muslim girl and boy. That is the reason why Islam has denounced coeducation. Even the modest students face numerous impediments in acquiring education in such an atmosphere. They are not able to portray their true capabilities, as they remain hesitant. Keeping all these points in mind, I would like to request the higher authorities to try their

best to promote a modest society that is pure from the evil of coeducation or to formulate clear rules and regulation for co-education

Recommendations

When it was found, that the above mentioned problems are faced by female students in co-education, it became possible to suggest some possible solutions to overcome these problems. The possible solutions are given as bellow:-

1. A student should be taken as a student regardless of being male or a female in co-education.
2. Literacy program should be launched to produce female graduates and teachers/professors in the field of science like medical, biological, physical, chemical etc. And also in many other humanities branches to equalize the number of male/female teachers.
3. Proper veil system should be implemented at the governmental level to avoid a mixed kind a female turn out in teaching institutions of co-education
4. Females should have separate places for teaching and learning in co-education
5. Co-education should totally be stopped as it is not the permissible way of learning for Muslims
6. As it is not possible in the present circumstances, however, one solution is that separate schools, colleges, universities and professional colleges should be set up with a total of female teaching staff and otherwise, the Muslim society should not lay a ban on female learning and movement for learning. Only modesty with cultural presentation on the part of female should be the scenario of learning altogether. Such a society would of course make a country prosperous but in no way, there should be a chance or situation of free mixing of both the sexes in the field of learning.
7. Separate transport facilities should be provided for lady students for pick and drop.
8. In the co-educational institution canteens, cafeteria should be separate so that they can freely sit there and have a free place for enjoyment and gossiping.

9. Complete ban should be imposed on weapons and arms and on politics in the institutions
10. In the libraries a separate corner should be allocated for girl students.
11. For co-curricular activities like sports/games there should be separate places in the premises of institutions for female students.
12. To facilitate the girl students after their matriculation the secondary girl schools may be upgraded to higher secondary schools, where the girl students should avail the opportunity of achieving their studies separately.
13. A code of conduct should be enacted for all the students and implemented in true letter and spirits. The door of co-educational institutions should be closed forever for those loose character male students who tease the sincere and dedicated female students towards study. There should be proper disciplinary action against those loose characters so that there is deterrence for the hidden culprits and loose characters students.

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TRANSITION TO BUSINESS ENGLISH (BSE) FROM BASIC ENGLISH (BCE): AN OVERVIEW OF BANGLADESHI REALITIES

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Abstract

English, due to its inevitable attachment to international trade and commerce, has turned out to be of prime importance in the domain of business as well as business education; been implanting its value in the Bangladeshi socio-economic plus educational scenario. Business English has become fundamental, crucial in our English Language Teaching arena in order to cope with the ongoing economic and financial policies/programs everywhere. But the standard of English in our educational lives has been consistently under question; one cannot expect to generate any dramatic improvement in the tertiary level. The reason is, all the facets of ELT are inextricably inter linked, and so development of Basic English education is the key to the sound teaching-learning of purpose-oriented ELT activities in the later stages. Unfortunately, regarding our education in general, and English education in particular, the ongoing ELT policy will hardly do any favor to our efforts of coping with the global economic trends as far as English skills are concerned. This article is an attempt to firstly, investigate the problems of our Basic English education along with the adverse effects they are causing in the Business English education at the tertiary level; and secondly the probable remedies so that an effective Business English education can be implemented.

Key words: Basic English, Business English, ELT, Tertiary level, and Realities

Introduction

Admittedly, the prime avenues of human society in the present global context are influenced and controlled, by the language called English. Specifically due to its intrinsic attachment to international trade and commerce, English has turned out to be the most effective means of business communication. As regards the business arena, English is the key language of international banking, economic affairs and trade, insurance, advertisement of global brands, audio-visual cultural products (e.g. film, TV, CDs, popular music), international tourism, technology transfer, internet communication and so on. It is also a 'relay language' in interpretation and translation. Half of Europe's business is carried out in English, and more than 80% of the world's business professionals read English. Eighty percent of the world's electronically stored information is in English. World's 40 million internet users mostly communicate in English (Duignan, 2000). English has replaced its archrivals, like French and German, in World Organizations and Financial Bodies. 85% of international organizations (including the UN, the World Bank, the IMF) now use English as their working language (Crystal 1997). This role and function of English in the contemporary global financial avenues have been steadily implanting its value in the Bangladeshi socio-economic plus educational scenario. English for Business Purpose, i.e. Business English has thus become fundamentally crucial in our English Language Teaching (ELT) field in order to cope with the ongoing economic and financial policies/activities everywhere. But the question lies: how far are we

ready to activate this specific need of English and eventually create a suitable workforce, which would contribute to our national progress?

Basic English (BcE) and Business English (BsE)

When it comes to the issue of ELT, we find a diverse variety of aspects. Since we are dealing with the issue of Business English and Basic English, let us first have a brief idea of these terms before moving on to our core issue. Here we are using the term 'Basic English' (BcE) to refer not only to the fundamental knowledge and structure of the language, but also - importantly - to the pragmatic or real-life interpretation of that knowledge and structure. Where, Business English (BsE) involves the teaching and learning of English for all types of business and commercial purposes. Correspondence is the key. Be it an inquiry/ complaint, or quotation giving, order placement, accounts settlement, or be it a report writing, one requires possessing the essential English language skills related to correspondence. All sorts of transactions have their roots in effective correspondence done in the medium of English. So, BsE is quintessentially need-based. This 'need' has stemmed from the knowledge, structure and pragmatic interpretation of English language, e. from BcE. Human brains are capable of generating infinite number of structures on the basis of finite number of rules. In this respect, the proper learning of BcE would help to grasp the forms and functions of BsE. The relationship between BcE and BsE is thus obvious.

BcE and Bangladesh: the question of standard

The issue of English education in Bangladesh, with all its ramifications, has been a subject of never-ending debates and discussions for long. Eyebrows from all quarters have remained raised

over the alleged decline in the standard of English. The term 'standard of English', however, has been ambiguously over-generalized by almost everyone, thus specifying nothing at all. Still, we may get an understanding of it from the following events. For example, people point their fingers at the standard of English seen in Civil Service Examination scripts, SSC/HSC examination answer sheets, administrative paper work and documents, job interviews and so on. The 'types' and 'uses' of English in all these sectors are obviously different. Yet, when one generalizes the issue, it may be assumed that the declining standard relates to the poor quality of written English, and in some cases, of spoken English.

The 'surrender value' of English in Bangladesh

Now, here is a point that we need to keep in mind while talking about the 'English issue' in Bangladesh. Since post-independence, English in our country has lost its 'surrender value', i.e. its social communicative use. Rather it became the predominant foreign language of our country - unlike India or Pakistan where it is the second language (i.e. a foreign language having surrender value' as well as official function vis-à-vis mother tongue). The status and use of English in our region have undergone changes in different periods as shown in the following table (Islam and Jahan, 2002):

Table 1: Status and use of English in Bangladesh at different periods

Period	Status of English	Use	Used by
British period	As a foreign but royal, prestigious and dominant language.	Administrative, educational and commercial works, job communication between rulers and their representatives.	Rulers, their local representatives, official servants, educated people, businessmen and elites.

Pakistani period	As a foreign but government prestigious dominant language	Official, administrative and business works, countrywide communication, international communication and academic works	Rulers, government. Officers, educated people, professionals, businessmen and elites.
Bangladeshi period	As a foreign and international but essential language of modern life.	Partially official/government works, international business and communication, higher education, research works, job in foreign companies.	Services holders of higher or foreign offices, educated people and elites

The use of English by Bangladeshis

There is no denying that English is used in different fields by a considerable number of Bangladeshis for various purposes. Unfortunately, the data regarding the extent of use of English are not readily available. And it is not even known what percentage of the population has a working knowledge of English. The participants at a workshop for English language teachers, organized by Bangladesh Education Extension and Research Institute, identified three kinds of needs for learners of English in Bangladesh, namely, social, occupational and academic (Harrison 2000:1). Since the natural medium of social interaction among Bangladeshis is Bangla, people hardly use English except situational and occupational needs. Yet for most of the English knowing persons, they do not normally get any social opportunity to practice, or increase skills in English. As a result many forget the skills they had acquired (Islam and Jahan, 2002).

Occupational needs are few and can be met through specialized training. Academic needs or study skills are the ones, which affect the learners most acutely. These include: reading books in English, listening to lectures and writing essays, term papers and dissertations. The students after

undergoing a long period of Bangla medium Secondary and Higher Secondary education find it difficult to cope with the English books and journals in the tertiary level. In most cases, the quality of English used by the tertiary or even by the Masters level students is often far from satisfactory. The sentences spoken and written bristle with common errors. Yet, even a slipshod knowledge of poor English seems to offer better job opportunities than not (Chowdhury: 2003). Probably due to this reason, in recent times there has been a trend of using more English as encouragement for learning English is provided both at university and at home. The state-run general education system is however turning out people with different degrees of proficiency in English. Their English proficiency can be classified in terms of a rating scale as follows (Carroll 1975: 34).

- **Extremely Limited users:** The ones who leave primary school or drop out before completing the cycle are at this level. Having a rudimentary knowledge of English, they are possibly able to read an address or a signboard in English and follow very simple instructions but are not really able to participate in communicate interaction apart from using a few set phrases.
- **Marginal users:** People who complete the secondary and higher secondary levels of education belong to this category. A considerable number of them are able to read simple texts and understand them, write messages and letters, but in general have difficulty in communicating freely or exchanging information with others. Most of their learning has been bookish, i.e. memorization-oriented (for examination purposes), resulting complete deletion from memory.
- **Modest users:** The ones who complete their graduation or post- graduation may be called modest users. They might have used English in different measure during their academic careers. They are generally able to communicate but often use inaccurate or inappropriate language.

Some of them who have an English medium background or have passed out from top quality private universities are more competent in English. The number of expert users among them would be limited.

Regardless of these categories of English proficient Bangladeshis, the number of users of English has been increasing gradually. A substantial number of students undergo graduate and post graduate studies in teacher education, chartered accountancy, cost management and accounts, business administration, medicine, nursing science and computer-oriented studies at different institutions - all of which involve English for academic purposes in various degrees.

Need for BsE

In this respect, the gradual increase in the volume of trade and cooperation with the outside world has created an unprecedented demand for learning English. Leading Bangladeshi enterprises use English in their official business. Business firms linked with international trade have to use English. Bangladesh Chamber of Commerce and Industries arranges special English courses for business executives and entrepreneurs. Major NGOs organize courses in English for their employees. Government agencies dealing with external aid and expatriate advisors need people who can adequately communicate in English. A considerable number of Bangladeshi government and non- government officials, scientists, agriculturists, engineers and doctors go to Western countries every year for higher studies and training in their respective fields of work. They cannot do without English for specialization.

Despite the gradual demand for English for Specific Purpose (ESP), the learners and public have been suffering confused states of mind -- resulting in indecision about learning English. Hence, most of the people just feel or realize that English is essential, but never comprehend why (or in

which way, and how to learn what type of English. The opportunities for learning real and need-based English are severely limited. Hence in overall terms, it means that despite numerous kinds of demand for English, there is no adequate delivery system, -- either at the state level or at the private sector. 40 years ago, English was the official language and the medium of education. Now English is a foreign language, precisely the most essential foreign language learnt at schools, colleges and universities unsuccessfully.

In this context, neither Bangla nor English has gained a firm footing in the education system of Bangladesh. And hence, the 'controversies' surrounding the use and status of English in the Bangladeshi socio-cultural set up prevails.

The ground realities concerning BcE context

The following discussion would help us to have an idea of the realities concerning BcE that have engulfed our academic atmosphere.

The English classroom

One will find an average urban English classroom in Bangladesh full of students with apparently homogenous facade. A little acquaintance with the students will reveal that this homogeneity is actually deceptive. The students bring to the classroom not only a variety of attitudes and expectations but also varying degrees of proficiency in the English language. Above all, the students bring to the classroom what seems like an almost insuperable fear of English language' (Rahman, 2002). A number of researchers have agreed that second language learning involves a fundamentally traumatic experience for the individual (Clarke, 1976:377). Now this is not only the result of any intrinsic aversion for the language itself. In most cases, this fear of the language

also arises from the past failures, and the dread that it is a subject in which a student is likely to fail in the future as well (Rahman, 2002).

Given such a situation, the need for upgrading and modifying the classroom environment regarding its physical settings and teaching styles becomes very crucial. But instead, situation has been prevailing as it was without slightest concern from any quarter.

Barring a few exceptions in the urban areas (that too largely in Dhaka and Chittagong), most of our schools countrywide are plagued by pathetic disorders. This is what has been remarked in the 'Bangladesh: Country Profile 2007-2008 by the Economist Intelligence Unit of London:

The main complaints raised about schools include poor quality of education as a result of badly trained (or absent) teachers, large classes and shortage of books, and the lack of responsibility of schools towards the pupils.

Precisely speaking, neither the classroom size nor the physical environment permits the ideal teaching-learning situation. Shortage of classrooms compels the students to be squeezed into one class, and inevitably disturbance and discomfort ensue. In Bangladesh, the number of students in a secondary classroom is usually 60/70, with space constraints a major drawback (Haque. 2005). The teaching shortcomings and syllabus inconsistency only add to students' woes in the English classroom which is already marred by psychological fear on the students' part. The extent of time allocated for teaching English in the class routines (by the National Curriculum and Syllabus Committee) is as follows: 3 periods per week in classes 1 and 2; 4 periods per week in classes 3, 4 and 5; 5 periods per week in classes 6 and 7; and 6/7 periods per week in classes 9 and 10 (ibid: 136).

There exist many debates whether or not the time allocated for English is adequate, but the point is, regardless of the allocated time, the physical environment of English classroom hardly permits any sound teaching-learning to take place.

Stress in the Classroom

In course of this study with several randomly selected students of Mymensingh, Bangladesh almost everyone maintained that their overall school environment was 'demanding' and 'competitive'- both in the negative sense of the terms.

'Demanding' because, they were expected to perform beyond their natural cognitive abilities, whereas little was being done to upgrade and nourish their abilities in order to enable them to perform better.

'Competitive' because, with their limited abilities, they were in a serious mental stress to cope with the system where difference of one or two marks meant a lot for them.

In simple words, our students in general were hardly prepared to keep up with the pace which made them more and more frustrated.

The students further said that they found the classroom atmosphere 'lacking in warmth' and 'lacking emotional support'. The attitudes of their teachers and the burden of homework were the chief causes of academic stress.

The teacher's goal is just not to teach the language. He has to keep in mind that the moment he calls the people in front of him a 'class', he accepts for himself the role known as 'teacher' and along with it the obligation to help his students to move forward toward the goals that they had brought with them. Thus the teacher should ensure that by the end of the course, students will feel more at home with the language that they do before the start of the course (Stevik, 1988:6).

Methods & Discussions

A survey was conducted among a large number of randomly selected students of different schools and colleges in Mymensingh, Bangladesh regarding the extent of their English use in daily lives. These are shown in table 2, which would provide a clear picture of the lack of the 'surrender value' in the lives of our school- college students.

Table 2: Students' extracurricular domains of English (All scores are to be read as percentages)

No	Items	Always	Often	Sometime	A little bit	Not at all
1.a	Using English within family	1.8	1.4	4.7	6.7	85.4
1.b	Using English outside family	3.2	4.3	8.2	12.5	71.8
2.a	Using English inside classroom	5.9	3.2	2.3	42.4	46.2
2.b	Using English with teacher	6.7	11.8	6.4	33.7	41.4
3	Using English in letter writing	3.8	6.2	23.4	33.7	41.4
4	Using English in diary	20.3	45.8	18.2	7.2	8.5
5.a	Watching English news on TV (local channel)	Nil	Nil	Nil	1.4	98.6
5.b	Watching English news on TV (in foreign channel)	12.7	25.3	30.2	15.1	16.7
6.a	Listening English news on Radio (local station)	Nil	Nil	Nil	1.4	18.6
6.b	Listening English news on Radio (foreign station)	Nil	Nil	23.8	45.9	30.3
7.a	Watching English movies on TV	92.3	4.2	1.9	1.6	Nil
7.b	Watching English movies on VCD	11.2	18.7	38.1	19.5	12.5
8.a	Reading English daily newspapers	12.7	23.2	50.8	4.9	8.4
8.b	Reading English magazines (local)	1.6	1.8	2.9	13.2	80.5
8.c	Reading English magazines (foreign)	14.1	9.6	20.7	2.4	53.2

9.a	Reading English fiction books	2.8	10.5	7.8	12.3	66.6
9.b	Reading English non-fiction book	Nil	3.8	7.2	15.6	73.4
10	Reading English comic strips	52.9	31.4	11.5	4.2	Nil
11	Listening English songs	19.7	23.6	38.4	10.2	8.1
12	Watching sports programs in English	87.2	12.8	Nil	Nil	Nil

The lack of any 'surrender value' of English in our country has created a difficult situation as far as the teaching-learning of BcE is concerned. As would be evident from the following discussions, our BcE has been and is being - totally classroom oriented. If we fail to realize this reality, our BcE, and consequently our BsE education would be clueless.

Another survey was conducted among the high school students randomly selected from 10 high schools in Mymensingh, Bangladesh based on a questionnaire comprising questions and statements on those students' English language skills. In response to the item where students' errors were measured, it was found that students had severe weakness in the areas of tense and verbs, prepositions and syntactic structures (table 3).

Table 3: Students' errors/mistakes that occur while writing essays and compositions

Classes 6, 7& 8			Classes 9 & 10		
S. No.	Types of Error	%	S. No.	Types of Error	%
1.	Tenses/Verbs	84.38	1.	Syntactic	59.6
2.	Prepositions	75.0	2.	Structure	37.5
3.	Syntactic	59.38	3.	Tenses/Verbs	37.0

4.	Structure	53.13	4.	Phrases	34.38
5.	Phrases	37.5	5.	Prepositions	12.5
6.	Spellings	12.5	6.	Articles	10.46
7.	Articles	9.38	7.	Pronouns	7.5
8.	Numbers	6.25	8.	Vocabulary	6.63
9.	Pronouns, vocabulary	4.5	9.	Numbers, Spellings	2.5

From the analysis of the findings, it was revealed that for classes 6, 7 and 8, *inadequate knowledge of the formation of rules in English* led them to commit these errors. It proves that there exist some serious flaws in the teaching and learning of 'rule formation' at this stage. Interesting was the case with the students of classes 9 and 10. The reason why they committed 'syntactic errors' more was, they needed to write paragraphs, comprehension pieces, letters and essays more frequently unlike their counterparts in the lower classes. As a result, syntactic errors occurred more - which in turn had their roots in inadequate knowledge of rule formation. All this proves the acute situation in teaching and learning of BcE. Due to professional involvement and having some teaching experience in the areas of Business Communication and Technical writing, numerous errors and flaws have been encountered which students regularly produce in business writing. And then, the most important truth is, the students' drawback has their roots in their faulty BcE education.

The adverse effects on BsE education

The scenario in the tertiary education in our country has undergone gradual change over the past several years. The once-upon-a-time 'craze' for Engineering and Medical studies has shifted to Business Administration and various Business Management-oriented programs. This has come as a natural phenomenon - owing to the need of the hour. This need has been generated by the

massive economic and commercial activities globally. Our efficiency to meet these challenging international - and consequently national - demands largely depends on our ability to produce effective communicators and presenters in the medium of English. And that would never be possible in this present BcE context.

Due to these unavoidable facts in the arena of BcE, there is hardly any doubt that severe hindrance has been put against attaining proficiency in need-based English education at the tertiary level. As we have already pointed out; the inevitable importance of BsE owing to the tremendous demand and challenges in the global trade and financial sectors. We need to focus our attention in the development of a sound and systematic BcE education at the Secondary and Higher Secondary levels. How can one expect to develop one's business letter writing skills if one has some fundamental flaws in one's knowledge of basic letter writing? It goes with each and every aspect of business communication.

Conclusions and recommendations

In such context, we must adopt a rational approach toward framing a sound and suitable ELT policy concerning BcE and BsE. There is no denying that an appropriate language policy is the need of the hour. English has been taught over the years simply as a 'vague and general cultural subject (to use Michael West's words) and that has resulted in the lack of analysis of our precise need of English, We have to determine first four categories of need-based English education, and then we need to go for setting up the infrastructures.

We should not forget that once language becomes an object of attention and people develop opinions about it, it is not only a means of communication but also a social or societal resource. It can be manipulated to have certain effects on the society in which it is used and in which

people express their ideas about it. Hence BcE education needs to be appropriated and manipulated in a way that they become tremendously useful resources for each and every Bangladeshi. The knowledge of BsE is essential basically for: (a) effective internal administration related to international business and commercial aspects and (b) effective trade relations with other countries. These two functions would in turn develop our national standard of living, as well as project our society and culture positively among the outside societies.

Our development planners, unfortunately, have to still realize that by keeping the mass illiterate, development can be neither broad-based nor sustained. Education is the only way for building human capabilities. In terms of human development objectives, education is an end in itself, not just a means to an end. It is the passport to accelerated economic growth, particularly in the context of a rapidly globalizing world economy. Societies that have acquired the relevant knowledge and skills can compete successfully in global markets. A proper BsE education, through the way of a sound and creative BcE education, would enable us to create an effective workforce of Bangladeshis that would be able to keep pace with the current international business, commercial and financial functions. And consequently, it would enhance further national growth in the changing and challenging global scenario.

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**INFIDELITY: A UNIVERSAL PHENOMENON WITH LOCAL INTERPRETATIONS.
PERCEPTIONS OF A BRITISH FILM *BRIEF ENCOUNTER* (1945) BY HISPANIC MEN AND
WOMEN**

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Vengeance is Mine; I will Repay (from Romans 12:19).

ABSTRACT

Infidelity is a universal phenomenon; yet, it is viewed, evaluated and dealt with differently from culture to culture. This brief study presents the interpretations of a British film, *Brief Encounter* (1945), by 102 Hispanic-American college students. The film presents a tale of infidelity and deception by two married people. The subjects were invited to speculate on the responses and reactions of their partners in the in event of infidelity. The subjects were also asked to contemplate their own reactions were they to face the situation of infidelity of their partner. The paper describes the differences in responses by men and women. The paper suggests that the audience's reactions and interpretations to entertainment/media materials from other cultures are viewed through one's own cultural perspective, thus people from different cultures watching the same movie or reading the same book may actually be having very different experiences and responses.

INTRODUCTION

From playwrights such as Euripides and William Shakespeare to novelists such as Charlotte Bronte and D. H. Lawrence, writers from all ages and all cultures have used the theme of adultery as a foundation for some of the greatest literary works (Zur, 2012). Entertaining notions of sexual desires that are condemned by a society bring to surface

dramatic elements such as passion, deception, betrayal, jealousy, conflict, and tragedy. Even the intention of adultery threatens to bring dire emotional consequences for all concerned.

Since marriage and family serve as the foundation of a society, the act, or even the intent, of adultery creates an internal conflict – acting on one’s impulses may lead to personal happiness; it will also lead to social disapproval and unhappiness for others. In any story dealing with adultery, the suspense lies in the readers’ anticipation: Will the characters surrender to their desires or will they terminate the precarious balancing act before falling? A reader may root for the characters to take their pleasure but as soon as the act is committed, the readers may turn against the adulterers and want to know if the guilty get away with the deed or receive their just due.

Attitudes towards love, marriage, monogamy, and infidelity vary across cultures. Attitudes also tend to differ based on gender. According to Levine (1993) 96% of Americans felt that love was necessary for marriage. Hsu (1981) wrote that when considering marriage in an individualistic culture such as the United States, an individual asks, “How does my heart feel?” In a collectivistic culture such as China, a person asks, “What will other people say?” In cultures such as India and Pakistan, only half of the people consider love as an important factor in marriage (Levine, 1993). In collectivistic cultures, the goal of a marriage is not necessarily the happiness of the couple; instead, the goal is to raise a family. In some cultures, the traditional institution of marriage between a male and a female may be on the decline, however, forming romantic relationships is a “universal human activity” and 95% people get married (Floyd, 2009).

Research has shown that married people live longer (Kaplan & Kronick, 2006; Manzoli, Villarti, Pirone & Boccia, 2007) and are healthier (Macintyre, 1992). Additionally, married people are less likely to engage in risky health behavior (Floyd, 2009) and are less likely to abuse alcohol (Duncan, Wilkerson & England, 2006) or use other illicit substances (Bachman, Wadsworth, O’Malley, Johnson & Schulenberg, 1997),

whereas single people are more likely to suffer from mental illness, depression, and other psychosomatic issues (Kim & McKenry, 2002; Lamb, Lee & DeMaris, 2003). With some degree of variation and diversity, in most of the cultures around the world a romantic relationship is expected to contain certain ingredients such as free will, monogamy, physical attraction, love, permanence, and be between a man and a woman. People choose their partners, sometimes with a little help from their friends, family, or dating services, and at other times on their own. Most people in the world (with a few exceptions) expect relationships to be monogamous. Cultures that permit multiple spouses and “open” relationships are exceptions that support the rule. Infidelity is the most cited reason for dissolution of a marriage or a relationship (Allen & Atkins, 2012). Most conservative estimates suggest that 40% of the marriages in the United States result in divorce (Hurley, 2005). A more recent estimate puts the divorce rate at 53% (Piepers, 2009). The most common reason for breakup of relationships before marriage is infidelity and, after marriage, the two big factors are infidelity and financial issues (Amato & Previti, 2003).

While there is a great deal of research on infidelity, there is disagreement on the definition of infidelity. When does an association outside a marriage or a committed relationship become infidelity? Does it take a sexual intercourse or simply holding hands or even entertaining the notion of committing adultery count? These and other similar questions raise the issues of definition of infidelity as well as quantification/measurement of infidelity in terms of appropriate scales and application of statistical tools for meaningful analysis. For the purpose of this study, the intent of infidelity is treated as infidelity. One may argue that a statement such as: "My partner would divorce me." is much stronger than: "My partner would leave me." However, for the present study, the author has opted to treat the anticipated outcomes on nominal scale rather than ordinal scale.

The purpose of the present undertaking was to study the interpretation of infidelity taking place in a culture other than one's own. In this particular case, infidelity occurs in England and it is interpreted by Hispanic Americans. 102 Hispanic American college students enrolled in Interpersonal Communication or Applied Communication courses were shown the British movie *Brief Encounter* (1945).

The movie features Celia Johnson and Trevor Howard. It is based on a play by Noel Coward and directed by David Lean. The movie tells the story of a short-lived affair of a married woman and a married man she meets at a train station. The two continue to meet and develop romantic feelings for each other. The couple arranges a rendezvous with full intentions of consummating their affair. However, they are interrupted before anything can develop. Ashamed and guilt-ridden, the two lovers decide to terminate their affair and to go their separate ways.

After the screening of the film, the subjects were given a paper and pencil test and asked to respond to some questions about the content of the movie and interpret the behavior of the two people involved in the affair. The instrument is included in Appendix I.

THE STUDY

The Sample. The sample of 102 participants consisted of 64 women and 38 men. All the subjects were between 20 and 29 years of age; all were Hispanic-American. In this regard, it was a homogenous group. However, these students were majoring in different disciplines and the researchers were able to have access to the subjects because all university students were required to take either Applied Communication or Interpersonal Communication. Hence, there was diversity in the sample.

Results. In the movie, the woman, Laura, tells the story in a series of flashbacks. The audiences hear mostly her version of the affair with the "other man," Alec. She tells us

about her feelings and passion towards Alec, her self-denial of infidelity, and eventually her guilt. The story, nevertheless, is about the affair between Laura and Alec. The subjects were asked whom they thought was the best communicator in the movie. 55.3% of the males responded that the woman, Laura, was the better communicator. However, 44.7% of men said that Alec, the male lead in the film, was the better communicator. 68.75% of the women said that Laura was the better communicator and 31.25% said that the man was a better communicator. These differences are not significant at 0.05 levels. Both characters have equally prominent roles in the film and both display excellent communication competence.

Both Alec and Laura share a common attraction towards one another. This, and opportunity for repeated encounters, move the relationship from initiating stage to integrating stage (Knapp & Vangelisti, 2008). Both individuals pursue the relationship. However, when the subjects were asked to identify the person responsible for the betrayal, the response was unexpected. 58% of the men and 75% of the women said that both Laura and Alec for responsible for the betrayal. A two-sample t-test between proportions was performed to determine whether there was a significant difference between these percentages for men and women. The calculated t-statistic = 1.790, with degrees of freedom = 100, $p = .0765$ is not significant at the .05 critical alpha level. Therefore, we fail to reject the null hypothesis and conclude that the difference between men and women was not significant. All statistical analysis for the remaining items uses similar t-statistics to determine respective probabilities.

While none of the subjects in the study identified Alec as solely responsible for the affair, 42% of the men and 25% of the women singled out Laura as the person responsible for the betrayal. Two observations are worth noting. First, a higher percentage of men tend to blame the woman for the affair. Second, none of the subjects singled out the man (Alec) as responsible for the affair. These findings seem to be in line

with the cultural double standards used to judge and evaluate male and female behaviors in the US and in the Hispanic-American culture.

The subjects were asked to predict or guess what their partners might do if the subjects behaved as Laura and Alec. Table I presents the data for five possible outcomes listed by the subjects. The table also presents the differences in responses by men and women. An overwhelming majority of men and women (68.8% and 72% respectively) said that their partner would either leave them or divorce them. 3.2% of the women felt that their partners would not do anything. This was a significant difference ($p = 0.0274$) between men and women. Previously, Gottman (1994) had reported similar differences among men and women.

The subjects were also asked what they would do if they found out that their partner had behaved as Laura or Alec. These responses and their statistical significance are presented in Table II. Once again, a large portion of men (83.8%) and women (65%) said that they would terminate the relationship. This is significant at $p = 0.0435$. 14% of the women were willing to discuss or talk about the problem while only 2.6% of the men said that they would consider talking about it. This too was significant at $p = 0.0089$. 9% of the women said they would give their partner a second chance. None of the males listed giving a second chance as an option. 4.5% of the females reported that they would be shocked and/or hurt. None of the men listed these as possible outcomes. Table II reveals two interesting (and significant) differences. Men are more likely to terminate a relationship because of infidelity than women. Differently put, women are more forgiving and tolerant. This can be attributed to the differences in socialization of girls and boys. Similarly, women are more likely to talk about and discuss the issue more so than men. These findings are consistent with previous studies (Thomson & Walker, 1991).

Infidelity, sexual or emotional, causes emotions such as sadness, a sense of inadequacy on the part of the wronged partner, and jealousy. Display rules for expressing

these emotions differ from culture to culture and from one context to another (Fernandez, Vera-Villarroel, Sierra & Zubeidat, 2007; Buss, Shackelford, Kirkpatrick, Choe, Hang, Hagegawa, Hagegawa & Bennett, 1999). Men and women tend to deal with and express these emotions differently (Buss, Larson & Weston, 1996). The present study reveals similar tendencies. Women are willing to give their partners a second chance; they are willing to discuss the issue. Women believe that their partners would not do anything to correct or fix the problem. Women admit that they would be hurt and saddened. Men do not admit to such emotions. This too is a reflection of the socialization process. Women initiate discussions about relational problems (Thompson & Walker, 1991), while men withdraw from discussions of relational problems (Gottman, 1994). It is for that reason that a greater percentage of women initiate the process of divorce (Amato & Previti, 2003).

It is evident in the film that both the man and the woman participated in the illicit affair. However, men and women seem to interpret the film very differently. It has been suggested that men and women experience childhood, schooling, working life, courtship, sexual intimacy, and marriage differently. In high power-distance cultures such as China and Indonesia, these experiences are very different for woman than these are in low power-distance cultures such as Sweden and Norway. It is also evident for the present study that our enjoyment and interpretation of an entertainment experience (reading a novel, watching a movie, or listening to a popular song) depends on our socialization and our overall experience of being a male or a female. Additionally, viewers from different cultures see and judge such materials through their own cultural codes and values.

It is the hope of this author that other scholars of media and social interaction in other cultures would undertake similar studies so that one may develop a deeper understanding of forces that influence interpretation of communication messages.

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TABLE I

If I acted as Laura or Alec, my partner would ...

	Females (64)		Males (38)		t-statistics	p =
Leave me	34	53%	20	53%	0.408	0.68
Divorce me	12	19%	6	15.8%	0.468	0.64
End/terminate relationship (the first two above options combined)						
	46	72%	26	68.8%	0.344	0.7318
Hurt/upset	8	12.5%	6	15.8%	1.572	0.12
Suggest/seek Therapy	4	6.25%	0		1.572	0.12
*Do nothing	2	3.12	0		1.100	0.274

TABLE II

If my partner acted as Laura or Alec, I would ...

	Females (64)		Males (38)		t-statistics	p =
Leave him/her	36	56%	26	68%	1.198	0.23
Divorce him/her	6	9%	6	15.8%	1.039	0.30
*End marriage/relationship (the first two options combined)						
	42	65%	32	83.8%	2.045	0.0435
*Talk it out	14	22%	1	2.6%	2.670	0.0089
Give 2 nd chance	6	9%	0		1.904	0.598

Appendix I

Your participation is voluntary.

Brief Encounter (1945)

(circle one)

I am male

I am female

#1. Rate this movie for your level of enjoyment.

Did not enjoy it at all

Enjoyed it a great deal

1 2 3 4 5 6 7 8 9 10

Is there betrayal/deception/lying by any of the characters?

#2. Betrayal Yes No Not sure

#3. Deception Yes No Not Sure

#4. Lying Yes No Not Sure

#5. In your opinion, who is responsible for the betrayal?

1. Both Laura and Alec
2. Alec
3. Laura

#6. If you acted as Laura or Alec what would your romantic partner do?

They would ...

1. leave me
2. divorce me
3. talk about it
4. suggest counseling/therapy
5. give me a 2nd chance
6. be hurt
7. feel that trust was gone.
8. do nothing

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9. Other. (please list) _____

#7. If your romantic partner acted as Laura or Alec what would you do?

I would ...

1. leave them
2. divorce them
3. talk about it
4. suggest counseling/therapy
5. give them a 2nd chance
6. be hurt
7. feel that trust was gone.
8. do nothing
9. Other. (please list) _____

Thank you for your participation.