

## A STUDY TO FIND OUT THE CLASSROOM BEHAVIOUR OF TEACHER EDUCATORS OF FEDERAL COLLEGE OF EDUCATION

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### ABSTRACT

The main aim of the paper was to find out the classroom behavior of teacher educators of Federal College of Education (FCE). In order to get the desired end a 36 items questionnaire was constructed and divided into six dimensions (students' command on content, practice before independent work, monitoring students' progress, teachers classroom instructions, use of question answer techniques and over all classroom behavior). The questionnaire was pilot tested and the reliability of the tool was 0.760 (Cronbach's Alpha). 300 student teachers from the FCE were considered as the sample of the study. After getting the data, the data was tabulated and analyzed by using the (SPSS XII) in terms of mean, independent sample t-test and one way ANOVA. The study reveals that there is a significant difference on the variable of gender of student teachers on practice before independent work. There is no significant difference on the variable of gender of teacher educators on any dimension. There is a significant difference on the variable of designation of teacher educators on the dimensions of practice before independent work, monitoring students' progress, teachers classroom instructions, use of question answer techniques and over all classroom behavior of teacher educators. There is a significant difference on the variable teacher educators' qualification on practice before independent work and monitoring students' progress. There is a significant difference on the variable of classes being taught on the dimensions of students' command on content, monitoring students' progress, use of question answer techniques and over all classroom behavior of teacher educators. The study concludes that the teacher educators possessing higher research degrees such as PhD are better equipped to satisfy the students through practice before independent work and monitoring the progress of the student teachers.

*Key words:* Classroom Behavior, Teacher Educator, Questioning, Monitoring, Students' Progress, Practice, Independent Work.

### INTRODUCTION

Previously teaching meant nothing more than giving information and imparting knowledge. It was the time when teaching was considered as a two way process. Teaching and the subject being. The child was altogether ignored. No attention was given to his need and desires. The child was not considered the important and the teacher and the subject matter was considered more important. The child was measured by the adult yardstick. The subject matter was read out, told by the teacher and the child simply memorized. Ready made material was given to him, which sopped his energies. Modern education has brought the child into limelight. He stands

of radical change. Now teaching is considered a two way activity.

According to Bruner (1966) as quoted by Inam (2005) teaching is a process of imparting knowledge, motivating and guiding the pupils to learn through their own activities, training their emotions and developing their powers and capacities so that they are able to make effective adjustment to their environment and are prepared in a better way for successful social participation.

Walberg (1986) meta analyzed more than 3000 studies and opined that academic learning time, use of positive enforcement, cues and feedback, cooperative learning activities, classroom atmosphere, high order questioning

and use of advance organizers are the elements which are very closely related to the teachers behavior in the classroom. According to Norman and Richard (1994) the focus of the Walberg was on the behavior of teachers in the classroom.

To some extent, the use of cues and feedback is related to the process of questioning. Through cuing, the teacher provides some help to students in answering questions. In the so called good old days, many a famous university professors would earn a reputation for learning students apart in the process of questioning but it is no longer considered useful.

This is another process which is not strictly a teaching strategy. It is important not to lose sight of the fact that classroom atmosphere obviously has a significant impact on learning. Walburg (1990) found that the old school view of strict discipline and tight control is not effective nor is the casual, "laid back" approach. Instead, feelings of cohesiveness, satisfaction, goal direction and student perceptions of effective teaching are the need to create a relatively relaxed learning environment with in a task oriented focus. Conducting an equitable and effective classroom environment for all students is the stated, discussed, practiced and reinforced value of acceptance and appreciation for similarities and differences among members of the classroom.

Since teachers' questioning has an unusually long history, examining its use as a strategy is clearly important. The common questioning approach is more like a game of virtual pursuit than education. But asking questions rapidly, calling for rote, almost like a machine, in these cases answers do not increase achievement. How the questions are posed obviously makes a difference. A high order question is basically a query that requires the student to analyze and produce a reasoned response and not the teachers' words, in other words there is not an already prescribed factual answer to the question.

There are different factors in teaching learning process which can affect Students' learning. Factors may be related to teachers and their behavior, students and their socio-cultural background and the environment t to

provided at institutions. And students are very much nearer to the teachers and it can be said that teachers' related factors are very important to affect students' learning. Teachers are also the key factors in the system of education. If their class room behavior is proper as required. It can contribute to students' learning effectively. For the purpose it is important for the teacher training institutions to prepare the teachers which may be a source to enhance students' learning and create learning like environment.

Good questioning is at the very core of good teaching. According to John Dewey (1933) "to question well is to teach well. In the skilful use of the questions more than anything else lies the fine art of teaching." As the questioning is a key element in guiding learning, all students should have equal access to classroom questions and academic interaction.

Marry (1986) found that after asking a question, teachers typically wait only for one second or less for a student response. If the student is not responding in that time, teachers rephrase the question and ask another student to answer it or answer it themselves. If teachers increase their wait time from one second to 3-5 seconds, a significant improvement in the quantity and quality of students' responses will take place.

Teaching behavior is an act of the teacher which occurs in the context of classroom interaction. Teachers behave in different ways and therefore there are different types of classroom interactions. Some teachers are very strict and some are very kind and lenient. Some are witty and humorous. There are some who are very stern and serious all the time. Certainly teachers' behavior pattern sets the pattern of students behavior in a classroom. The teachers' behavior tends to create an atmosphere which is described as classroom climate.

It is often said that students mostly tried to follow their teachers, so this study is designed and carried out in a teacher training institution, to see how the teacher educators are behaving with the student teachers. These student teachers have to take over the responsibilities of future teachers. So this study will be an ardent try in this hat

direction that which type of classroom behavior is being faced by the student teachers, what are the draw backs and to be over come these draw backs.

## Objectives of the Study

Objectives of the study were as under:

- To measure the classroom behavior of teacher educators.
- To compare students' perception about the classroom behavior of teacher educators.
- To compare the classroom behavior of teacher educators on different variables.
- To suggest measures how to improve teacher educators' classroom behavior.

## Research Methodology

### Population and Sampling

The population of the study consisted of all the 450 students of Federal College of Education, Islamabad. 300 students were selected randomly and were considered as sample of the study.

### Research Tool Development and Data Collection

Since the study was descriptive in nature, survey approach was considered appropriate to collect the data. For the purpose, a 36 items questionnaire on four-point (Likert) scale was developed and further divided into six dimensions (students' command on content, practice before independent work, monitoring students' progress, teachers classroom instructions, use of question answer techniques and over all classroom behavior). The questionnaire was validated through pilot testing on 50 students the reliability of the questionnaire was 0.760 (Cronbach's Alpha).

### Administration of Research Tool

The finalized questionnaire was administered on students personally. All the students responded.

### Data Analysis

The data collected through questionnaire were coded and analyzed through SPSS XII in terms of mean scores, independent sample t-test and ANOVA. Scale values assigned to each of the four responses was as under:

Level of Agreement	Scale Value
SA	4
A	3
DA	2
SDA	1

## Findings

Data collected through the questionnaire was analyzed in terms of mean score, independent sample t-test and ANOVA. The findings drawn out from the data analysis are given below.

Table 1 depicts that among the five dimensions only on one dimension practice before independent work, there is a significant difference between the male and female students. The difference is in favour of female students. So it is concluded from Table 1 that on the dimensions of students command on content, monitoring students progress, teachers classroom instructions and use of question answer techniques both male and female students are of the same views but on the dimension of practice before independent work, female students are significantly better that they are provided enough practice before independent work.

Table 2 depicts that among the five dimensions there is no significant difference on any dimension regarding teacher educators gender. So it is concluded from Table 2 that on the dimensions of students command on content, practice before independent work, monitoring students progress, teachers classroom instructions and use of question answer techniques both male and female teachers are providing the same opportunity to the students of both the genders as well as using same tact and techniques.

Table 3 shows that there is a significant difference on practice before independent work, monitoring students progress, teachers classroom instructions, use of question answer technique and over all scale, so it is decided to run POSTHOC multiple comparison test.

Table 4 shows that assistant professors are significantly better than associate professors regarding providing more practice before independent work. So it is

	Gender of Student Teacher	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Students Command On Content	Male	86	14.5698	2.82235	.30434	125.40	1.207	0.230
	Female	214	14.9766	2.11731	.14474			
Practice Before Independent Work	Male	86	16.9651	2.96825	.32008	123.01	2.153	0.033
	Female	214	17.7243	2.16538	.14802			
Monitoring Students Progress	Male	86	19.4070	3.60841	.38911	298	0.229	0.891
	Female	214	19.3037	3.50938	.23990			
Teachers Classroom Instructions	Male	86	28.2326	3.14240	.33885	298	0.122	0.903
	Female	214	28.2897	3.84563	.26288			
Use Of Question Answer Technique	Male	86	22.5814	3.21198	.34636	298	0.444	0.657
	Female	214	22.7850	3.73293	.25518			

Table 1. Showing the difference in mean scores on the five dimensions of classroom behavior of teacher educators according to the gender of students

	Gender of the Teacher Educator	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Students Command On Content	Male	160	14.9500	2.53479	.20039	298	0.711	0.478
	Female	140	14.7571	2.10813	.17817			
Practice Before Independent Work	Male	160	17.6313	2.46388	.19479	298	0.944	0.346
	Female	140	17.3643	2.41759	.20432			
Monitoring Students Progress	Male	160	19.4875	3.74332	.29594	298	0.808	0.420
	Female	140	19.1571	3.27904	.27713			
Teachers Classroom Instructions	Male	160	28.1125	3.15229	.24921	298	0.815	.416
	Female	140	28.4571	4.15590	.35124			
Use Of Question Answer Technique	Male	160	22.7688	3.24129	.25625	269.048	0.214	.831
	Female	140	22.6786	3.95709	.33443			

Table 2. Showing the difference in mean scores on the five dimensions of classroom behavior of teacher educators according to the gender of teachers

Dimensions	Source	Sum of Squares	df	Mean Square	F	Sig.
Students Command on Content	Between Groups	16.638	2	8.319	1.520	.220
	Within Groups	1625.482	297	5.473		
	Total	1642.120	299			
Practice Before Independent Work	Between Groups	77.661	2	38.831	6.763	.001
	Within Groups	1705.325	297	5.742		
	Total	1782.987	299			
Monitoring Students Progress	Between Groups	101.981	2	50.991	4.173	.016
	Within Groups	3628.686	297	12.218		
	Total	3730.667	299			
Teachers Classroom Instructions	Between Groups	206.574	2	103.287	8.109	.000
	Within Groups	3783.013	297	12.737		
	Total	3989.587	299			

Table 3. Showing the ANOVA on all the dimensions teachers' designation wise (Conti...)

Dimensions	Source	Sum of Squares	df	Mean Square	F	Sig.
Use of Question Answer Technique	Between Groups	133.921	2	66.960	5.355	.005
	Within Groups	3713.666	297	12.504		
	Total	3847.587	299			
Over All Scale	Between Groups	2168.087	2	1084.043	9.433	.000
	Within Groups	34132.913	297	114.926		
	Total	36301.000	299			

Table 3. Showing the ANOVA on all the dimensions teachers' designation wise

Comparison	Mean Difference	Std. Error	Sig.
Assistant Professor vs Associate Professor	1.61371	.45786	.001

Table 4. Showing the multiple comparison on practice before independent work teachers designation wise

concluded that among the teachers assistant professors are comparatively/significantly better in providing practice before independent work.

Table 5 shows that assistant professors are significantly better than lecturers regarding monitoring of students' progress. So it is concluded that among the teachers assistant professors are comparatively/significantly better in monitoring students' progress.

Table 6 shows that assistant professors are significantly better than lecturers and associate professors regarding teachers' classroom instructions. So it is concluded that among the teachers assistant professors are comparatively /significantly better in their classroom instructions.

Table 7 shows that assistant professors are significantly better than associate professors regarding use of question answer techniques. So it is concluded that among the teachers assistant professors are comparatively significantly better in using question answer techniques.

Table 8 shows that there is a significant difference on practice before independent work, monitoring students progress, so it is decided to run POST HOC multiple comparison test.

Table 9 shows that teachers having the qualification PhD are significantly better than those having the qualification of M.Sc regarding practice before independent work. So it is concluded that teachers having the qualification of PhD are comparatively/significantly better on practice

Comparison	Mean Difference	Std. Error	Sig.
Assistant Professor vs Lecturer	1.28936	.45288	.013

Table 5. Showing the multiple comparisons on monitoring students' progress teachers' designation wise

Comparison	Mean Difference	Std. Error	Sig.
Assistant Professor vs Lecturer	1.72389	.46241	0.001
Assistant Professor vs Associate Professor	2.04933	0.68195	0.008

Table 6. Showing the multiple comparisons on teachers' classroom instructions teachers' designation wise

Comparison	Mean Difference	Std. Error	Sig.
Assistant Professor vs Associate Professor	2.12932	0.67567	0.005

Table 7. Showing the multiple comparisons on use of question answer techniques teachers' designation wise

before independent work.

Table 10 shows that teachers having the qualification of PhD are significantly better than those having the qualifications of M.A and M.Phil on the dimension of monitoring students' progress. So it is concluded that teachers with qualification of PhD are comparatively /significantly better on monitoring students' progress.

Table 11 shows that there is a significant difference on Students Command on Content, monitoring students progress, use of question answer technique and over all scale, so it is decided to run POST HOC multiple comparison test.

Table 12 shows that student teachers enrolled in B.Ed programme are significantly better than those enrolled in B.S.Ed programme regarding command on content. So it is concluded that students enrolled in B.Ed programmes are significantly better command on content than those

Dimensions	Source	Sum of Squares	df	Mean Square	F	Sig.
Students Command on Content	Between Groups	11.045	3	3.682	.668	.572
	Within Groups	1631.075	296	5.510		
	Total	1642.120	299			
Independent Work Practice Before	Between Groups	48.643	3	16.214	2	.12
	Within Groups	1734.344	296	5.859		
	Total	1782.987	299			
Monitoring Students Progress	Between Groups	101.003	3	33.668	2.746	.043
	Within Groups	3629.664	296	12.262		
	Total	3730.667	299			
Teachers Classroom Instructions	Between Groups	78.124	3	26.041	1.971	.118
	Within Groups	3911.463	296	13.214		
	Total	3989.587	299			
Use of Question Answer Technique	Between Groups	83.474	3	27.825	2.188	.090
	Within Groups	3764.113	296	12.717		
	Total	3847.587	299			
Over All Scale	Between Groups	593.335	3	197.778	1.639	.180
	Within Groups	35707.665	296	120.634		
	Total	36301.000	299			

Table 8. Showing the ANOVA on all the dimensions teachers qualification wise

Comparison	Mean Difference	Std. Error	Sig.	Comparison	Mean Difference	Std. Error	Sig.
PhD Vs MSc	1.35816	0.4828	0.027	PhD Vs MA	1.62731	0.62901	0.050
				PhD vs MPhil	1.62904	0.61192	0.041

Table 9. Showing the multiple comparisons on practice before independent work teachers' qualification wise

Table 10. Showing the multiple comparisons on monitoring students' progress teachers' qualification wise

Dimensions	Source	Sum of Squares	df	Mean Square	F	Sig.
Students Command on Content	Between Groups	70.840	4	17.710	3.325	.011
	Within Groups	1571.280	295	5.326		
	Total	1642.120	299			
Practice Before Independent Work	Between Groups	34.344	4	8.586	1.448	.218
	Within Groups	1748.642	295	5.928		
	Total	1782.987	299			
Monitoring Students Progress	Between Groups	128.279	4	32.070	2.626	.035
	Within Groups	3602.388	295	12.211		
	Total	3730.667	299			
Teachers Classroom Instructions	Between Groups	90.763	4	22.691	1.717	.146
	Within Groups	3898.824	295	13.216		
	Total	3989.587	299			
Use of Question Answer Technique	Between Groups	239.626	4	59.906	4.898	.001
	Within Groups	3607.961	295	12.230		
	Total	3847.587	299			
Over All Scale	Between Groups	1846.938	4	461.734	3.953	.004
	Within Groups	34454.062	295	116.793		
	Total	36301.000	299			

Table 11. Showing ANOVA on all the dimensions students level wise



Comparison	Mean Difference	Std. Error	Sig.
B.Ed vs B.S.Ed	1.09466	0.35582	0.019

Table 12. Showing the multiple comparisons on students' command on content students' level wise

Comparison	Mean Difference	Std. Error	Sig.
B.Ed vs B.S.Ed	1.66596	0.53876	0.018

Table 13. Showing the multiple comparisons on monitoring students' progress students' level wise

Comparison	Mean Difference	Std. Error	Sig.
B.Ed vs B.S.Ed	2.28284	0.53917	0.018

Table 14. Showing the multiple comparisons on use of question answer techniques students' level wise

who are enrolled in B.S.Ed.

Table 13 shows that student teachers enrolled in B.Ed programme are significantly better than those enrolled in B.S.Ed programme regarding monitoring students' progress. So it is concluded that students enrolled in B.Ed programmes are being monitored significantly better than those who are enrolled in B.S.Ed.

Table 14 shows that student teachers enrolled in B.Ed programme are significantly better than those enrolled in B.S.Ed programme regarding use of question answer techniques. So it is concluded that students enrolled in B.Ed programmes are having the significantly better opportunity of question answers in classroom than those who are enrolled in B.S.Ed.

## Conclusions

- Female student teachers are provided with the opportunity to do practice before going for independent work.
- All the teacher educators are having the same opinion regarding different aspects of their class room behavior. This shows that their class room behavior regarding teaching is good but some teacher educators are better than others.
- Assistant professors are significantly better than associate professors and lecturers regarding providing more practice before independent work, monitoring students' progress, teachers' classroom

instructions and using question answer techniques.

- PhD teachers are significantly better satisfying their students than those having the qualification of M A/ M.Sc and M Phil. They involve students in practice before independent work, and monitoring students' progress in studies properly.
- B.Ed students are more satisfied with their teachers as compared to B.S.Ed students regarding command on content, monitoring students' progress and use of question answer techniques.

## Discussion

Classroom behavior of teacher educators is very much important as they are role model for the students. Analysis of the teacher educators' behavior through students experience and views shows that there is a significant difference between the opinions of the students on different aspects of class room behavior. Students are having the same opinion on the dimensions of students command on content, monitoring students progress, teachers classroom instructions and use of question answer techniques both male and female students are of the same views but on the dimension of practice before independent work, female students are significantly better that they are provided enough practice before independent work. It seems that all the teacher educators have enough command on the contents. They monitor students' progress and use proper techniques of monitoring students' progress in studies. During class room instruction they behave well and use proper question answer techniques while teaching students according to the views of both types of the students male and female. But female students are more confident about the practice they do before their independent work assigned by their teachers. Their mean score is significantly better than male students (Table 1).

Mean score of the teacher educators about their behavior shows that they have little bit different opinion than students. Among the five dimensions there is no significant difference on any dimension regarding teacher educators. It seems that both the genders are having the same opinion that they have good command

on the contents taught to the students. They are having the habit of involving students in practice before assigning them independent work. They monitor students' progress well in time and by adopting suitable techniques of monitoring. Teacher educators' views are same on other aspects as well: they use question answer techniques during instruction in class room. Both types of the teachers either male or female, they are same in using the methods or techniques in class room and they use same instructional procedures during teaching in class room because there is no significant difference between the opinion of both the genders. It can be said that all the teacher educators behave properly according to their own point of views and according to the results of the study (Table 2).

If we compare teachers' view within and among themselves, it is evident by the results that, on students' command on content, a statistically significant difference was not found according to the designation of teacher educators, all the teacher educators are having the same opinion on having the command on contents they teach the students but ANOVA shows that there is a significant difference among the teacher educators on the practice before independent work, Monitoring Students Progress, Teachers Classroom Instructions and Use of Question Answer Technique for the students. Some teacher educators may provide the opportunity of practice others may not. Some are better in their instruction others may not. They are also having different opinion on using question answer techniques and monitoring students' progress. If they are not having the same opinion then who are the better ones? To make it confirm further analysis indicates that there is a significant difference among the teacher educators that assistant professors are significantly better than associate professors and lecturers regarding providing more practice before independent work, Monitoring Students Progress, Teachers Classroom Instructions and Use of Question Answer Technique during instruction (Tables 3-7).

Mean score on different dimensions shows that on practice before independent work and monitoring students' progress, there is a statistically significant

difference among the qualification of teachers. Monitoring is very important as we need to check students' performance during and after studies. It is also important if students are allowed to work independently but it needs practice before independent work. There are many techniques and rules teachers adopt during their teaching for students' progress in studies. Some teacher may use one techniques and the other may not use that techniques. That is why significant difference was found among teachers regarding their qualification. Then it was to check who is better or significantly better It was necessary to do further analysis. Results indicate that Ph.D's are significantly better than M.Phil and M.A qualification on monitoring students' progress and providing them practice before independent work (Tables 8-10). Statistically significant difference was not found on other dimensions: Students Command on Content, Teachers Classroom Instructions and Use of Question Answer Technique.

A significant difference was found in students' opinions level wise regarding students' command on contents, Question answer technique and monitoring students' progress during studies. Students who are prepared in teacher training institutions, they must be able to be future teachers and it is very necessary for the teachers to have a good command on the contents they contents to be taught to the students. Along with this competency, many techniques of question answer and monitoring students' progress during studies are in hands of teachers. Different teachers use different techniques in different ways. A significant difference was found among the views of students in this regard. Then it was to check who is better or significantly better it was necessary to do further analysis. Further results indicate that B.Ed students are significantly better than B.S.Ed. It can be said that teacher educators of B.Ed program are more competent using these techniques and also they are having a good command on contents as compared to the teacher educators of B.S.Ed program. Regarding classroom instruction and practice before independent work, no significant difference was found among teacher educators in views of their students (Tables 11-14).



## Recommendations

- Independent study is important for both male and female students but practice is more important before this work. Students should be involved in practice before working independently.
- Unified policy of monitoring students' progress in learning should be designed by the teachers before starting teaching.
- It seems that more qualification is a source of more effective teaching and improving behavior of teachers so teachers should be provided opportunity for higher studies.
- Teachers should evaluate themselves through their students either their instruction is acceptable for the students or not. In that way they can improve their behavior regarding instruction. Because it is said that students are the best evaluators.
- The teachers should follow those teachers' policies and strategies whose performance is good regarding teaching. This practice will provide them

opportunity to enhance their teaching.

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