

Teachers' Perspectives on Strategies for Improving the Education in primary school

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The study was conducted to investigate the primary school teachers effective teaching strategies that develop skills in primary school learning status, and to identify effective professional development for primary schools teachers .To compare the teaching strategies in private and government primary schools as well as compare the teacher's attitude towards students learning of private and government schools. And To identify the effective professional development of private and government teachers. The findings of research shows that teaching staff of government schools is highly qualified, trained and working on permanent basis while this factor is lacking in private schools. Different teaching strategies affect the students learning and academic achievement as most of the private school teachers using verity of strategies for enhancing the learning process as compare to public school teachers. Research has attempted to compare the effective professional development of private and government teachers mostly public school teachers take part in professional development courses and attain educational conferences, but most of private respondent teachers Search extra subject material and collaborations with other teachers for their development. Research has to compare the teacher's attitude towards students learning of private and government schools results shows that mostly private school teachers have positive attitude towards student learning.

Introduction

As we all know that we have outdated style of teaching technique and strategies in Karachi. There is a dire and extreme need that we should change this teaching criterion. We have seen that teachers only complete the syllabus as said by their heads and do nothing productive for the enrichment and development of kids. They only limit their selves to syllabus, copies and books and do not put any kind of substantial amount of effort and attempt for the creativity improvement of kids. (Liu, S., & Hallinger, P. 2018)

One major thing that we have noticed in the teaching strategies of Karachi is that they prefer and in favor of Ratta system. At times, if any student writes on his own apart from the wordings of book then he will not be getting any mark. On the other hand, if a student will be writing exactly the wordings of a book then he will be getting full marks. We need to eliminate and cancel this ratta practice as soon as possible

Moving on, it has also been viewed that teachers of Karachi overwork students a lot. They overload them with lots of books and handouts and ask them to learn them. In this way and manner, students fail to do additional activities. A good teacher should push the student to get along with his extracurricular activities along with his studies. (Iqbal, M. 2012, Pervaiz, S., Ali, A., & Asif, M. 2019)

If we talk more about the teaching strategies of Karachi we can say that they do not retain motivational factor in them. They do not assure the students to be career oriented. A good teacher has to be like a parent of any student. He should grow up the student in such a way like a parent grows up his child. (Mirza, M. S. 2003).

We have that kind of teaching techniques and practice in Karachi that incorporate the use of debt, bad teachers, inefficient and ineffective learning environment, boring teaching methodology, limited learning, propaganda, valueless and useless projects, dishonored environment, shameful, closed minded teachers and this is what we call cheat. On the other hand, we need to have self-education system and self-education teaching strategies in Pakistan. We instantly and rapidly need to have standardized teaching techniques and strategies in Karachi. So that its teaching and education sector might get enriched and might get more advanced in less span of time.

Hence, we can say that there is an urgency to have interesting teaching strategies. We need to come up that kind of education system that not only creates interest among the student but also enhances and improves their creativity competence and determinations. Government of Pakistan should also hire such efficient and effective teachers that are not only concerned with their pay but are also concerned with future and career development of their students. Let us all hope that one day teaching techniques and strategies over all in Pakistan will faster or advanced be changed and we will be having outstanding and professional learning environment around us.

Problem of the study

Primary education has always the key concern of the educational planners and pedagogical. To know the facts on ground the study has been keep focus on the topic, “ Teachers' Perspectives on Strategies for Improving the Education in primary school

Objectives of the study

The objectives of study are following.

- To compare the teaching strategies in private and government primary schools.
- To compare the effective professional development of private and government teachers.
- To compare the teacher’s attitude towards students learning of private and government schools

Scope of the Study

The scope of this study will be explore the status of the primary school teachers to identify effective teaching strategies that develop skills in primary school learning status, and to identify effective professional development for primary schools teachers.

Research methodology

The aim of this study is to compare the effectiveness of “strategies of teaching” in “government and private primary schools”. Therefore, teachers at primary level constituted the population of study. Primary education refers to class 1 to class 5. Government and private school teachers of District Rawalpindi was comprise the population of the study. Comparative sampling technique was used for the selection of the sample. In this study from government and private schools sample of 60 primary teachers were selected. The participants were selected from the different government and private primary school which represents the population of Rawalpindi. 30 primary schools teachers from government schools and 30 primary schools teachers from private schools were selected and they were filled the research tool. A questionnaire addressing strategies of teaching, teacher’s attitude towards learner, teacher’s professional development. The response options for each statement ranged from (not at all ,a little ,more than a little and a lot) .six items (1-6) were related to strategies of teaching ,five items of professional development (7_11) of professional development .six items (12_17)of teachers attitude towards learner.

Data collection and analysis

The data was collected in April-May 2018 by administering a questionnaire to randomly selected 60 primary schools teachers from different government and private schools of Rawalpindi. The data was analyzed by applying descriptive statistics (bar graph) and percentage method.

Table 1

Comparison of Academic Qualifications of teachers working at public primary Schools and private primary Schools.

Classification	Public schools		Private schools	
	Teachers	Percentage%	Teachers	Percentage%
Certificate/Degree				
Matric	-	0%	-	0%
F.A/F.Sc.	-	0%	2	7%
B.A/B.Sc.	25	83%	18	60%
M.A/M.Sc.	5	17%	10	33%
Total	30	100%	30	100%

Table 1 shows that in public schools 25 out of 30 teachers were graduate whereas 5 out of 30 teachers have master's degree. This table also shows that in private schools 18 out of 30 teachers were graduate whereas 2 out of 30 teacher were FA/FSC only.

Table 2

Comparison of specific Qualifications of teachers working at public primary Schools and private primary Schools.

Qualification	Public schools		Private schools	
	Teachers	Percentage %	Teachers	Percentage %
PTC	2	7%	-	0%
CT	3	10%	-	0%
B.Ed	23	76%	3	10%
M.Ed	2	7%	-	0%
Total	30	100%	3	10%

Table 2 shows that in public schools 23 out of 30 teachers were B.Ed. Whereas out of 30 teachers have done PTC and 2 out of 30 teachers have done M.Ed. This table also shows that in private schools 3 out of 30 teachers only have done B.Ed.

Table 3

The distribution of the sample according to number of working experience years.

Classification	Public schools		Private schools	
	Experience	Percentage%	Experience	Percentage%
1-5years	-	0%	11	37%
5-10years	-	0%	14	47%
10-15years	2	7%	5	16%
15-20years	4	14%	-	0%
20-25years	15	50%	-	0%
Above 25years	9	30%	-	0%

Table 3 shows that in public schools 15 out of 30 teachers. Have 20 to 25 years teaching experience Whereas 2 out of 30 teacher's have 10 to 15 years teaching experience. This table also shows that in private schools 14 out of 30 teachers have 5 to 10 years teaching experience whereas 5 out of 30 teachers have 10 to 15 years teaching experience we can say that public schools teachers are more experienced than private schools teachers.

Table 4

Opinion about explain, demonstrate and provide examples.

Classification	Public schools teachers		Private schools teachers	
	frequency	percentage	frequency	percentage
Not at all	-	0%	-	0%
A little	3	10%	3	10%
More than a little	21	70%	6	2%
A lot	6	20%	21	70%
Total	30	100%	30	100%

Table 4 shows that in public schools 21 out of 30 teachers were explain demonstrate and provide examples.(more than a little)while their teaching whereas 3out of 30 teachers were explain demonstrate and provide examples (a little) while their teaching . This table also shows that in private schools 21 out of 30 teachers were explain demonstrate and provide examples (a lot)while their teaching whereas 3 out of 30 teachers were explain demonstrate and provide examples (a little)while their teaching.

Table 5

Students share solutions to problems and investigations.

Classification	Public schools teachers		Private schools teachers	
	frequency	percentage	frequency	percentage
Not at all	-	0%	-	0%
A little	6	20%	3	10%
More than a little	9	30%	7	23%
A lot	15	50%	20	67%
Total	30	100%	30	100%

Table 5 shows that in public schools 15 out of 30 teachers where students have share solutions to problems and investigations.(a lot)while their teaching whereas 6 out of 30 teachers were students share solutions to problems and investigations (a little)while their teaching . This table also shows that in private schools 20 out of 30 teachers where students have share solutions to problems and investigations (a lot) while their teaching whereas 3 out of 30 teachers where Students share solutions to problems and investigations (a little) while their teaching

Table 6

Provide time for practice.

Classification	Public schools teachers		Private schools teachers	
	Frequency	percentage	Frequency	percentage
Not at all	-	0%	-	0%
A little	12	40%	-	0%
More than a little	9	30%	12	40%
A lot	9	30%	18	60%
Total	30	100%	30	100%

Table 6 shows that in public schools 12 out of 30 teachers Provide time for practice (a little)while their teaching whereas 9out of 30 teachers provide time for practice (a little) and(more than a little)while their teaching . This table also shows that in private schools 18 out of 30 teachers Provide time for practice (a lot) while their teaching whereas 12 out of 30 teachers Provide time for practice (more than a little) while their teaching.

Table 7

Students work with concrete material or manipulate.

Classification	Public schools teachers		Private schools teachers	
	frequency	percentage	frequency	percentage
Not at all	-	0%	-	0%
A little	6	20%	4	13%
More than a little	24	80%	10	33%
A lot	-	0%	16	54%
Total	30	100%	30	100%

Table 7 shows that in public schools 24 out of 30 teachers make the students work with concrete material or manipulate.(more than a little)while their teaching whereas 6out of 30 teachers make the students work with concrete material or manipulate (a little) while their teaching . This table also shows that in private schools 16 out of 30 teachers make the students work with concrete material or manipulate.(a lot)while their teaching whereas 4 out of 30 teachers make the students work with concrete material or manipulate (a little)while their teaching.

Table 8

About professional courses.

Classification	Public schools teachers		Private schools teachers	
	frequency	percentage	frequency	percentage
Not at all	-	0%	5	17%
A little	3	10%	5	17%
More than a little	12	40%	16	53%
A lot	15	50%	4	13%
Total	30	100%	30	100%

Table 8 shows that in public schools 15 out of 30 teachers do professional courses (a lot) while their teaching whereas 3out of 30 teachers do professional courses (a little) while their teaching . This table also shows that in private schools 16 out of 30 teachers do professional courses (more than a little)while their teaching whereas 4 out of 30 teachers do professional courses a lot)while their teaching.

Table 9

Search extra subject material.

Classification	Public schools teachers		Private schools teachers	
	frequency	percentage	frequency	percentage
Not at all	-	0%	3	10%
A little	18	60%	-	0%
More than a little	6	20%	10	33%
A lot	6	20%	17	57%
Total	30	100%	30	100%

Table 9 shows that in public schools 18 out of 30 teachers Search extra subject material (a little) while their teaching whereas 6out of 30 teachers Search extra subject material (a lot) and 6 out of 30 teachers Search extra subject material (more than a little) while their teaching . This table also shows that in private schools 17 out of 30 teachers Search extra subject material (more than a little)while their teaching whereas 3 out of 30 teachers Search extra subject material (not at all) while their teaching.

Table 10

You are encouraging students pride in achievement.

Classification	Public schools teachers		Private schools teachers	
	frequency	percentage	frequency	percentage
Not at all	-	0%	2	7%
A little	4	13%	-	0%
More than a little	15	50%	4	13%
A lot	11	37%	24	80%
Total	30	100%	30	100%

Table 10 shows that in public schools 15 out of 30 teachers. Encouraging students pride in achievement (More than a little) while their teaching whereas 4out of 30 teachers. Encouraging students pride in achievement (A little) while their teaching. This table also shows that in private schools 24 out of 30 teachers are encouraging students pride in achievement (A lot) while their

teaching whereas 2 out of 30 teachers are encouraging students pride in achievement (not at all) while their teaching.

Conclusion

The findings of research shows that teaching staff of government schools is highly qualified, trained and working on permanent basis while this factor is lacking in private schools.

Different teaching strategies affect the students learning and academic achievement, as most of the private school teachers using variety of strategies for enhancing the learning process as compare to public school teachers. Mostly private school teachers explain demonstrate and provide examples during their lectures they also provide time for practice they make the students work with concrete material (charts, maps, diagram, pictures) majority of the respondent teachers encourage students for better learning.

Research has attempted to compare the effective professional development of private and government teachers mostly public school teachers take part in professional development courses and attend educational conferences, but most of private respondent teachers Search extra subject material and collaborations with other teachers for their development.

Research has to compare the teacher's attitude towards students learning of private and government schools results shows that mostly private school teachers have positive attitude towards students.

Recommendation

- Professional development Education in-services training should be organized for teachers in public as well as private sector.
- Specific incentives should be offered to the teachers for showing positive attitude towards the students.
- Government school teachers should give time for practice to the students.
- Private schools association should offer professional development courses for private school teachers.
- Private school association should arrange educational conferences for betterment of teachers.
- Teachers should start small and simple. Use low-impact strategies such as think-pair-share or in-class writing exercises. These strategies are easy to implement, take only a few minutes, and are "low stakes" for students who may be unsure or uncomfortable. As you and your students gain experience, you may decide to graduate to more involved activity.
- Consider using strategies to keep control of the classroom during active learning activities. These might be ringing a bell or flashing the lights to gain students' attention.

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