

Negative Implications of Multigrade Teaching in District Jaffarabad Balochistan

Education

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Abstract

In many rural areas of Pakistan there are primary schools with fewer resources or with lack of teaching staff which provide multi-grade classroom teaching, in such situation students of two or three grades are accommodated together and single teacher controls the Class. This research has investigated the problem of the primary schools having fewer resources or with lack of teaching staff provides multi-grade classroom teaching, in such situation students of two or three grades are accommodated together and single teacher controls the Class. The primary purposes of this research is to identify the conditions in multi-grade classrooms of primary schools of district Jaffarabad which cause poor teaching performance and also to examine critically the demands of primary school teachers in multi-grade classrooms with possible long term solutions. Indeed, the study owing to lack of time and resources were restricted to only thirty teachers. Quantitative approach was research stratagem. A questionnaire was used as research instrument. The Research population was the teachers of primary schools in District Jaffarabad Balochistan. Thirty teachers of primary schools from district Jaffarabad were research sample. The data has been analyzed through tabulation and graphics. It was found that there are negative effect of Multi-grade teaching on teachers' teaching performance. Responses of teachers showed that Multi-grade classroom teaching requires various positive changes as well. In view of the findings constructive recommendations and suggestions were made.

Key words: Balochistan, Classroom, Jaffarabad, Multi-grade Teaching, Performance, Primary Education.

Introduction

Pakistan inherited impoverished system of education. Since its independence no significant changes have occurred in the overall education system predominately in primary education. In many rural areas of Pakistan, there are primary schools having fewer resources or lack of teaching staff which provide multi-grade classroom teaching, in such situation students of two or three grades are accommodated together and single teacher controls the Class. District Jaffarabad is one of the most populated and agricultural districts and is in high ranking in term of having large number of public schools. In most of the schools there has multi-grade system where teachers adjust primary grades from 1 to 5 combinly. The basis of this study is to examine negative implications of multi-grade teaching on teacher's performance. The sample for this research is teachers of primary schools belonging to Sohbatpur area.

Multi-grade classroom discusses the teaching of students of different grades, ages and aptitudes in the same group. This is quoted inconsistently in the literature as 'multi-level', 'multiple classes', 'composite classes. This is preferred in developing countries, where the age of enrolment to school fluctuates and where grade replication is common. Same Definition is also supported by Angela Little.

Primary education is a stage of education in which children receive education for basic literacy and numeracy steadily until they reach secondary level. Indeed, Children from class one to five are enrolled to primary education in Pakistan. While on the other end, in developed countries children from grade one to six are in primary level.

Teacher performance is the way in which a teacher performs his / her skills in classroom to provide acquaintance and utilization of their competences. This is outcome of their struggle in the classroom with which students and use of teaching material in appropriate way.

Problem Testimonial

A study on negative effect of multi-grade teaching on teacher's performance.

Research questions:

- To explain main situations of multi-grade teaching in a primary school. How do these issues affect teacher's performance?
- What provisions can be made for improving teachers' performance in

multi-grade classrooms.

Limitations of the study

The study was limited to the primary school teachers from “District Jaffarabad”. I restricted the study owing to lack of time and resources. Only thirty teachers were selected and the study was further de-limited to the Negative implications of multi-grade teaching on teacher’s performance of district Jaffarabad Balochistan.

Significance of Study

The study will be momentous in many features .This will give a clear perception of the issues faced by primary teachers in multi-grade classrooms. The consequence may differs for the fact that this study when finalized will contribute some information which may be of help to the organizations to make a policy that will help to provide resources to primary school teachers. The study will provide the material on the significance of trained teachers who are proficient of teaching in multi-grade classes. The study will be significant for the students as well as to the teachers. This study will also help to find remedies to primary teacher’s poor performance and further will provide with sufficient recommendations for setup of effective teaching. It will guide to make better system for primary level teachers’ teaching in a multi-grade classroom.

Literature Review

Multi-grade schools are important be in succession for propaganda immature cultivation in production countries and battle-cry mastermind argue they duff be pervade agile means rising students outcomes and expending education access in conscience-stricken countries and regions.

Multi-grade doctrine is a choice spin an unsullied prepare is answerable for dogma nearly than unite commingle control at a grow in couple classroom and is a eons ago taught the twin point thoughtless foreigner match take components books, irrespective of the Education capacities of children of each age group. The preferred degree in immature areas is suited to inadequate holdings both human and financial. Multi-grade dogma assembly grievously formal on top of everything else in behalf of it is typically systematic an misrepresentation foreign the set of dogmas air Imagine, smith and Barker (1987) the multi-grade classroom is an institute pattern, which are widely used in United States.

N.S Bhardwaj (2008) Teachers in Mono fuse guide has more majority as compared to multi-grade teachers chronicle multi-commingle teachers essay one or additional period pain of work and to meet students learning needs which along with course completion may into the bargain effect students learning. They take on a spirit to crack to handle up with different level at same Era. Multi-grade teachers element multi-dimensional challenges, these are academic and as well as local issues. But the unreserved business of a school is their tenet sketch which cannot be effective and advantage matter-of-fact consequent;

Separate Curriculum provision

- Responding to Students Needs
- Planning and preparing
- Textbooks for multi-grade classrooms
- Time Management
- Managing multilevel Learning Events

Multi-grade principles as a proposal have placed duties on teacher for unconventional approaches to meet the need of multi-grade classes. A precept technique in multi-grade classroom contrasts on buss condition. If unite direct is tenet obligation of around grades, she to chis express regrets belief and grace lively and breath the school may set the pupils on the bases of grades, ages, and sex, form diverse groups as well. Student's scholar takes, more, and assists them to contest on another.

(Juvane, 2005; Brusque, 2005) inject identified curricula in multi-grade teaching is certainly high-spirited, and returns in vain instruction as well, multi-grade classrooms must be given separate textbooks. Multi-grade teaching atmosphere is hither in unexcelled of the schools in our Pakistan. Thus, instant a teacher handles out of the ordinary grades, Fight based way of life, identical insight & cataloging room background must take place for effective savoir vivre in the classroom. The teacher has to shelter all the approaches accessible for a direct and involved learning. The prime giving out of a teacher is to repentant forever greenhorn hustling in learning activities without wasting student's time. Incidentally the reserved of the able stand, the change off students is thankful to complicate in their learning deeds. Multi mix teaching, involves teaching learning actions, production of teaching learning supplies, planning and forming.

(Tamil Nadu) In stripped root to achieve objectives. Succinct (2005) multi-grade teachers' conscious the mono-grade class as the appropriation

order and the multi-grade as the “second class” obligation. Teachers are collectively cold to bit in multi-grade classrooms, they judge journey gill effect yowl “get the same” as in mono-grade classrooms and they have insufficient educational materials to support learning in the multi-grade classroom.

Collingwood (1991) Coaching created for single grade is not appropriate to multi-grade curriculum and should be planned for multi-grade classroom teaching.

Kyne (2005) instructional plans are keys to advance the quality of teaching and knowledge in the multi-grade classroom. The promotion of lines that increase the level of student individuality and cooperative group-work incline to be recommended.

Lingam (2006) a teachers decision to choose a particular teaching tactic, over others, should be understood, a number of issues influenced the teachers to operate the program methods.

- Lack of professional preparation; and
- Limited resources for teaching and learning
- Most of the teachers receive trainings to work in single grade classrooms their familiarity of teaching technique is based on whole class coaching but when these teachers are placed in to multi-grade classroom, they need additional trainings, aids to be operative. There are many of rewards for multi-grade teachers but variability of trials as well, instruction, classroom organization and administration all are compound and challenging. Multi-grade teachers cannot ignore developmental neither differences in students nor be ill-prepared for every day’s tutoring. Demand on teacher time requires well developed organizational skills. Essentially, multi-grade classrooms not for the diffident, inexpert or inexpert teachers.

Titus (2004) Multi-grade teachers’ expression diverse trials, many teachers are either untrained or proficient in single grade pedagogy.

Tsolakidis et al. (2005) originate the subsequent to be common requirements among multi-grade teachers there is a deficiency of actual execution organization. The curricular necessities in multi-grade schools agonize as a result; teachers have no hypothetical background on how to teach in multi-grade schools; in most of the syllabi of the departments of education no such subject classed multi-grade teaching is taught.

- There is a lack of continuous training and support for teachers.
- There is a lack of communication between multi-grade schools and educational community (Teachers) regard the multi-grade classroom as objectionable duty and give significance to teach in single graded resourced classroom.

(White & Reid, 2008) A teacher skilled for single grade teaching is given the charge of teaching in multi-grade setting. The training of teachers should be according to the dwelling and the truths of the situation where the teacher is made-up to teach.

Anaya Karmani Hussain (2013) training teachers to accurately accomplish multi-grade conditions are a approach with abrupt applicability and are eagerly implementable to increase children's access and involvement in education. In small villages in remote areas, the multi-grade school can also function as a means of firming education for all and this all can be conceivable when teachers are given trainings to teach multi-grade classes, and assist is provided to them for fabricating lesson plan distinctly and good curriculum scheduling made for multi stages.

Multi-grade teaching as a scheme has engaged tasks on teachers for advanced methodologies to meet the need of multi-grade classes. Teaching skills in multi-grade classroom diverges on teacher's position. If one teacher is schooling charge of all grades, she can make teaching and learning operative and laidback, the teacher may group the pupils on the bases of grades, ages, and gender, create diverse groups too. Students learn more, reinforce, and inspire them to vie on another.

(Juvane, 2005; Little, 2005) using monogramed syllabi in multi-grade teaching is very overwhelming, and results in unfertile coaching as well, multi-grade classrooms must be given distinct schoolbooks. Multi-grade teaching setting is widespread in most of the schools in our Pakistan. So, when a teacher grips many grades, commotion based learning, peer learning & class room culture must take place for operative learning in the classroom. The teacher has to acclimate all the procedures available for a natural and involved learning. The important duty of a teacher is to make every learner involve in learning activities without degenerative students time. With the help of the skilled children, the other students are made to involve in their learning activities. Multi grade teaching, involves teaching learning

activities, creation of teaching learning materials, planning and organizing.

Little (2001) teacher must formulate activities where both grades can work together and the amount of grade related successive work is reduced. The teacher has almost the same or somewhat different objectives for both levels. He/she may guess something of higher level of the theme from the upper level and rarely the teacher may have some diverse aims for different levels, both the levels are provided equal opportunities to learn and practice the perception in hand and teacher and cope the classrooms efficiently.

N.S Bhardwaj (2008) activity based learning is very supportive to enhance self-learning. Teacher can locally organize self-learning material in the corner of classroom. Activity based learning cannot become a part of regular class but can be used as a complement part in a multi-grade classroom. It makes teacher less hampered and students understanding best situations to learn. Teachers Performances can be enhanced if they are trained enough to use such happenings.

(Susan Vincent) Teaching in the multi-grade classroom is not easy task for teachers. It is more complex and challenging than the single-grade classroom. A teacher cannot ignore changing differences in students or be ill prepared for a day's instruction. Demands on teacher time require well-developed managerial skills. Consequently, the multi-grade classroom is not for the in expert or untrained teacher.

Research methodology

Quantitative approach was research stratagem. Justification for choosing the quantitative approach of research owing to the deficiency of time and the most significant motive was that to used questionnaire which is the instrument of quantitative research. The questionnaire is used as research instrument. The Research population was the teachers of primary schools in District Jaffarabad Balochistan. Thirty teachers of primary schools from district Jaffarabad were research sample. The data had analyzed through tabulation and graphics.

Findings

Findings from above research are illustrated as the negative effect of Multi-grade teaching on their teaching performance. Responses of teachers showed that Multi-grade classroom teaching requires various positive changes. Teachers are the primary source of knowledge in schools, their performance matters a lot for better outcome of students and academic success. Multi-grade classroom teaching affects teacher's performance because

- Teachers need proper training to teach in the Multi-grade classroom system.
- Schools infrastructure must be suitable for the needs of Multi-grade system.
- Teaching aids are necessary for better performance of teachers.
- Separate books and curriculum planning for Multi-grade teachings is essential.
- Such teaching approaches are implied, which enhance teacher and student performance.

Suggestions and recommendations:

1. The government should start in service and pre services, trainings separating for Multi-grade teachers. In such trainings teachers will be guided to build better classrooms by Classroom management techniques, Instructional strategies, Lesson Planning, Use of instructional materials.
2. Rural areas in which primary schools have Multi-grade classroom system, sufficient teaching aids should be provided to teachers there for their better performance.
3. Self-learning approaches like activity based learning, peer learning and group activities should be introduced into national curricula to enhance teachers and students' performance.
4. Government should scrutinize the options of providing school based drill to teachers as desired by them for skilled development.
5. Teachers should have a sound academic background.
6. Teachers who are employed in Multi-grade set should be provided with more reassurance, material support and training inputs in order to benefit them develop a positive outlook toward teaching in Multi-grade circumstances.
7. Multi-grade teaching should be embedded in teacher education curricula.
8. Texts and other reading material for Multi-grade schools should be developed separately, including different strategies of teaching for example small group, pair learning and self-learning.
9. A strong observing, rating and response instruments should be built in the territory in order to facilitate the well-organized use of Multi-grade teaching techniques.

Conclusion

The following conclusion is founded on the finding of the survey involving “the negative effect of Multi-grade classrooms on the teacher’s performance” from the psychoanalysis of the data it has been reasoned out that insufficient Multi-grade classrooms effect negatively on the teacher’s performance. Skilled teacher is essential for effective instruction and learning to hold home. Inexpert teachers face stimulating condition in the Multi-grade classroom. Instructors leading a teaching space and determining the intelligence of the students so it is necessary for teachers, they should be skillfully fortified with Multi-grade teaching techniques and fabrics. It is necessary for Multi-grade schools provide teachers such facilities. School teachers should be specified according to their academic qualification and professional accomplishments.

Summing all up teachers ought to be well aware at each section of educational movement and there must be such teacher training programs for Multi-grade classroom settings that get optimistic variation in the recital of Multi-grade teachers via guidance and documentation.

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