

A Study On The Perception Of Single Teacher Primary School Teachers About Multi-Grade Teaching

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ABSTRACT

This research study was carried out to explore the multi-grade single teacher primary school teachers' perception about multi-grade concept. In this study all the participants were from multi-grade single teacher primary schools of district Quetta. Half of the participants, for this study, were from girls' single teachers' primary schools and half from boys' single teachers' primary schools of rural area of district Quetta. Teachers were asked to respond on areas such as perception, planning, classroom management, instructional skills, assessment and a crosscutting them of training need in all these areas. Two tools were used to collect data a questionnaire was used as research tool for the proposed study. The Questionnaire consisted of five Likert scale to collect Quantitative data. The data was analyzed by SPSS which shows that majority of STPSs concept about multi-grade is not clear even though they are working in multi-grade situation. The teachers' concept about planning, classroom management, instructional skills and assessment in multi-grade were not clear. The teacher strongly demanded training in multi-grade teaching.

Keywords: Multi-grade, Assessment, Classroom management, Instructional skills, planning, Single Teacher Primary School (STPS), Pedagogy